1.2 Imaginative and Dramatic Play, and Language and Storytelling Activity Planning

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| This task requires you to plan and prepare for one activity that nurtures creativity in three children through imaginative and dramatic play, and language and storytelling.  **IMPORTANT:**  **Imaginative play involves children making up their own play and acting out things that are familiar to them, while dramatic play involves assigning children pre-defined roles and usually includes use of props. Your activity must use both imaginative and dramatic play.**  **You will implement this activity in Part II of this Skills Workbook.**  ***Read the instructions carefully before proceeding.***  **Steps to take:**   1. Consult with your supervisor regarding opportunities for you to plan and prepare for one activity that nurtures creativity with at least three children (ages of birth to six years) through imaginative and dramatic play, and language and storytelling.   With the help of your supervisor, choose the three children who will participate in this activity.   1. Access and review the following:  * The service’s procedures for documenting information. * The service’s standards, policies, and procedures for:   + Educational program and practice   + Children’s health and safety   + Physical environment   + Relationships with children * Sections in the NQS relevant to the areas above. * The relevant approved national learning framework for the children you have chosen.   Ensure that you follow these requirements as you complete this task in the service. |
| 1. Locate the *LAECD 1.2* template on the following pages.   The *LAECD 1.2* template outlines all the information you need to gather and consolidate to plan your imaginative and dramatic play, and language and storytelling activity.  **At this point of the assessment, you will complete Parts A through G of the template. The rest will be completed in Part II and III of this Skills Workbook.**  Review the instructions here and the contents of the *LAECD 1.2* template (specifically *Part A – G*) with your supervisor so you can prepare for this task.   1. Complete the *LAECD 1.2* template.   *Part A. Children Information*   1. Gather information of the three children who will participate in this activity, including:    * Age    * One interest of each child    * Brief description of each child’s cultural background 2. Document the information above in *Part A* of your *LAECD 1.2* template.   *Part B. Details of the Activity*   1. Indicate the name of the activity.   *E.g. theatre play, make-believe, pretend play, playhouse, etc.*   1. Tick the areas that will be addressed in this activity. Areas selected must be imaginative and dramatic play, and language and storytelling. 2. Explain the purpose of this activity.   This section must be consistent with the learning objectives you will document in *Part C. Learning Objectives*, e.g. knowledge, skill, behaviour, the developmental domain(s), and the curriculum objective that this activity aims to address/cover.   1. Describe the learning environment. |
| 1. Outline the resources required for this activity.   This section must outline all resources (equipment and materials) you will list in *Part F. Learning Opportunities*.  **The activity must use:**   * **At least one recycled resource (equipment or material)** * **At least one natural resource, i.e. found in nature, such as leaves, flowers, etc.** * **Use both imaginative and dramatic play.** * **Use both language and storytelling.**  1. Indicate the total time required for this activity.   This section must be consistent with the time allocation you will set for each learning opportunity in *Part F. Learning Opportunities*   1. Specify who will supervise the activity.   This section must include you and your supervisor and/or other endorsed observer(s).  *Part C. Learning Objectives*   1. Identify one knowledge you want the children to demonstrate at the end of this activity.   *E.g. job roles of people they are playing such as doctor, teacher, nurse; names of different elements in the play, such as forests, castles, airplane, house, household/kitchen materials; how different recycled materials can be utilised in the imaginative and dramatic play, knowledge on proper use and care of materials and equipment, etc.*   1. Identify one skill you want the children to demonstrate at the end of this activity.   *E.g. dress up for different characters, using recycled materials to dress-up and make-up characters, create backstories for their own characters, etc.*   1. Identify one behaviour you want the children to demonstrate at the end of this activity. |
| **The knowledge, skills, and behaviours you identify here must collectively:**   * **Be relevant to both imaginative and dramatic play and language and storytelling.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children.** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity, the children will have set up and performed a play using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**  1. Specify the domain(s) that this activity aims to address, and for each domain you’ve specified, briefly describe the developmental milestones which your activity aims to address.   *E.g. Physical (3 – 5 years), dresses and undresses with little help, gallops and skips by leading with one foot, (Source: Developmental milestones and the EYLF/NQS)*   1. Identify one curriculum objective relevant to this activity.   This must be aligned with the relevant learning framework.  *Part D. Evidence of Learning*   1. List one acceptable evidence of the knowledge you identified in *Part C. Learning Objectives.*   *For example, children’s responses to oral questioning, e.g. asking them what characters they will be playing.*   1. List one acceptable evidence of the skill you identified in *Part C. Learning Objectives.*   *For example, documentation of their dramatic/imaginative play, video recording, pictures of costumes and masks they prepared.*   1. List one acceptable evidence of the behaviour you identified in *Part C. Learning Objectives.* 2. Describe how you will assess the knowledge you identified in *Part C. Learning Objectives*. 3. Describe how you will assess the skill you identified in *Part C. Learning Objectives.* 4. Describe how you will assess the behaviour you identified in *Part C. Learning Objectives*.   *Part E. Children’s Learning Needs*   1. Describe one current knowledge of each child in relation to the target knowledge you have identified in *Part C. Learning Objectives*.   *For example, if the target knowledge identified in Part C, job roles of people they are playing such as doctor, teacher, nurse, describe what each child already knows in relation to this target knowledge, e.g. knows common job or work titles.*   1. Identify one learning need of each child in relation to the target knowledge you have identified in *Part C. Learning Objectives*.   *In relation to the example given above, a learning need may be the sets of costume or attire associated with a particular job role, e.g. a lab coat is usually associated with doctors and scientists, etc.*   1. Describe one current skill of each child in relation to the target skill you have identified in *Part C. Learning Objectives*.   *For example, if the target skill identified in Part C is dress-up for different characters, describe what each child can do in relation to this target skill, e.g. can dress and undress oneself but need to learn how to mix and match different clothing items, etc.*   1. Identify one learning need of each child in relation to the target skill you have identified in *Part C. Learning Objectives*.   *In relation to the example given above, a learning need may be the child needs to learn how to mix and match different clothing items, etc.*   1. Describe one current behaviour of each child in relation to the target behaviour you have identified in *Part C. Learning Objectives*. 2. Identify one learning need of each child in relation to the target behaviour you have identified in *Part C. Learning Objectives*.   *In relation to the example given above, a learning need may be the child needs to learn to take turns with other children on sharing stories about their characters or the roles they are playing.* |
| **Learning needs you identify here must collectively:**   * **Be relevant to imaginative and dramatic play and language and storytelling.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled, diverse, and natural materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity, the children will have set up and performed a play using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**   *Part F. Learning Opportunities*   1. Identify at least three learning opportunities you will use for this activity.   Outline a step-by-step method of how each learning opportunity will be conducted with the children.  These learning opportunities must collectively involve imaginative and dramatic play, and language and storytelling and must align with children’s interests and cultural backgrounds, as identified in *Part B. Children Information*.  *Learning opportunities may include but are not limited to performing a play involving children’s favourite superheroes, etc.* |
| **IMPORTANT: Learning opportunities here must collectively address the learning needs identified in Part E. They must:**   * **Be relevant to imaginative and dramatic play and language and storytelling.** * **Involve the use of creativity to overcome challenges, e.g. figuring out how to incorporate recycled materials in their work.** * **Involve the use of creativity to improvise equipment and materials, including using recycled materials in their work.** * **Involve collaborating creatively with other children.** * **Include using and caring for materials and equipment appropriately.** * **Be relevant to sustainable outcomes, e.g. at the end of the activity, the children will have set up and performed a play using recycled/recyclable, diverse, and natural materials, or a product/output that can be reused in future activities.**  1. Describe one intentional teaching strategy you will use at each learning opportunity.   *Intentional teaching strategies may include but are not limited to allowing children to explore what they can do with recycled materials, encouraging and motivating, and asking questions that prompt children to reflect and talk about their characters, etc.*   1. Describe how you will engage the children at each learning opportunity.   *For example, aligning the activity and instructions with the children’s interests, e.g. if they are interested in animals and pets and have a cat for a pet at home, have them act out or make cat sounds, etc.*   1. Research on resources you can use for this activity. 2. Identify at least one equipment to be used at each learning opportunity. 3. Identify at least one material to be used at each learning opportunity.   *Materials may include but are not limited to pieces of clothing, recycled props, etc.*  **The three learning opportunities must collectively use at least one recycled resource (equipment or material) and at least one natural resource, i.e. found in nature, such as leaves, flowers, etc.** |
| 1. Specify where you’ve sourced each of these materials and equipment 2. Provide a time allocation for each learning opportunity.   There must be sufficient time allocated at each learning opportunity to allow the children to demonstrate creativity.  *Time allocated for the preparation and actual play must account for educator providing the instructions, demonstrating the activity, and the children working on the activity.*  *Part G. Feedback Mechanism*   1. Identify the people you will gather feedback on the activity.    * At least one member of each child’s family    * Two other educators 2. Describe how you will gather feedback from the following people:    * The three children    * At least one member of each child’s family you’ve identified above    * Two other educators who you’ve identified above   *How you will gather feedback from the people above may involve oral questioning, formal and informal meetings and discussions, etc.*   1. Once you’ve completed all of *Parts A – G* of your *LAECD 1.2* template, have your supervisor complete and sign the *Part A – G Supervisor Declaration* section (found right after *Part G* of the template). Their signature must be handwritten.   Secure this partially accomplished *LAECD 1.2* template. You will be completing the rest of the template in *Task 2.2* and *Task 3.2*. |

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| **IMPORTANT REMINDER**  Remember to ensure the privacy and confidentiality of the participants of this assessment activity (e.g., children, family members, and colleagues) at all times.  Do not include their real names in your submissions. Use placeholders instead.   * Replace children’s names with Child A, Child B, etc. * Replace family names with Family A, Family B, etc. * Replace colleagues’ names with Colleague A, Colleague B, etc.   Do not use aliases as this might cause unintended breaches of privacy and confidentiality.  Although you are using placeholders to refer to people in the centre, the content of your submissions must always be real and factual. |