

**CURRICULUM RESOURCE**

Partner and Group Activities for a Child Care Career

**OALCF ALIGNMENT**

Competency	Task Group	Level
Competency A - Find and Use Information	A1. Read continuous text	2
Competency A - Find and Use Information	A3. Extract information from films, broadcasts, and presentations	2
Competency B - Communicate Ideas and Information	B1. Interact with others	2
Competency B - Communicate Ideas and Information	B3. Complete and create documents	2
Competency B - Communicate Ideas and Information	B4. Express oneself creatively	2
Competency D - Use Digital Technology	N/A	2
Competency E - Manage Learning	N/A	2
Competency F - Engage with Others	N/A	2

**Goal Paths (check all that apply)**

- Employment
- Apprenticeship
- Secondary School Credit
- Postsecondary
- Independence

**Embedded Skills for Success (check all that apply)**

- Adaptability
- Collaboration
- Communication
- Creativity and innovation
- Digital
- Numeracy
- Problem Solving
- Reading
- Writing

**NOTES:** This is one of two supplementary resources for practitioners who are working with groups of LBS learners who are interested in a career in child care. This resource expands on the series of CLO learner resources that includes Your Path to a Job in Child Care Part 1 and Part 2, Skills for Successfully Working in Child Care Part 1 and Part 2, and Resources to Support Your Child Care Career. A second set of group activities is also available.

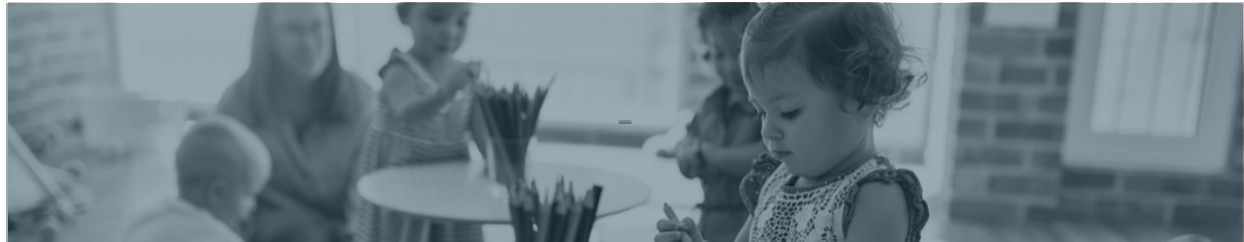
## ACKNOWLEDGEMENTS

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Community Literacy of Ontario

### Research & Writing

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## Introduction

As part of the provincial Skills for Success initiative, [Community Literacy of Ontario](#) (CLO) has created a series of resources for learners interested in:

- working as Child Care Assistants
- opening a home-based daycare
- apprenticing as Child Development Practitioners
- enrolling in a 2-year Early Childhood Education college diploma program
- becoming Registered Early Childhood Educators (RECEs)

These resources include:

1. Your Path to a Job in Child Care Part 1
2. Your Path to a Job in Child Care Part 2
3. Skills for Successfully Working in Child Care Part 1
4. Skills for Successfully Working in Child Care Part 2
5. Resources to Support Your Child Care Career

Each of the above resources is intended to be completed by learners independently or with support from an LBS practitioner or tutor.

This resource, Partner and Group Activities for a Child Care Career, expands on that series of resources, offering literacy practitioners a series of group activities that can be used to supplement independent learning.

In this resource, you will find the following group activities:

### **Activity 1: The Pros and Cons of Running a Home-Based Child Care**

In this activity, learners will share their thoughts about opening a home-based daycare. They will then watch a video from a home-based child care provider who shares the pros and cons of this kind of business. The activity concludes with a group discussion.

### Activity 2: Child Care Rules in Ontario

In this activity, learners will research several rules that child care providers must follow under Ontario's Child Care and Early Years Act, 2014. They will then create a presentation for others that explains what they learned.

### Activity 3: Learning Through Play

In this activity, learners will watch a video about how play helps children develop important skills. After watching the video, practitioners will lead a group discussion about learning through play. Finally, learners will be split into groups to plan a play-based activity to help children develop a specific skill.

### Activity 4: Create a Pinterest Board

In this activity, learners will research child care resources and activities on Pinterest, creating a Board to save what they find. Once they have created their Pinterest Boards, they will show them to one another and discuss why they pinned what they did.

### Activity 5: Child Care Scenarios

In this activity, learners will review several common, yet challenging, child care scenarios and discuss how to respond. Discussion questions will encourage them to consider different approaches to challenging situations.



Practitioners are invited to supplement this series by creating their own partner and group activities to meet the needs of their learners!

## The Pros and Cons of Running a Home-Based Child Care



If your learners are interested in child care because they want to open their own home-based business, they should be aware of some of the pros and cons of this kind of work.

**Summary:** In this activity, learners will share their thoughts about opening a home-based daycare, then watch a video from a home-based child care provider who shares the pros and cons of this kind of business. The activity concludes with a group discussion.

**Recommended supplies:** A projector and laptop with speakers and internet access.

### Facilitator instructions:

**Step 1:** Begin this activity by leading a discussion using the following questions as prompts. Listen to the answers learners provide, and feel free to add your own questions too!

- Have learners thought of opening a daycare in their home?
- Why or why not?
- What do learners think the benefits of running a daycare from their home might be?
- What do they think the downside of running a home-based daycare might be?



**Step 2:** Play the video “Pros & Cons of Starting a Home Daycare” by Isabel Faith, which is available using this link:

[https://youtu.be/Mec\\_pa025Hk?si=TuLrvOluFn6i-Qs](https://youtu.be/Mec_pa025Hk?si=TuLrvOluFn6i-Qs)

**Note:** Before playing the video, let learners know that this child care provider works in the USA. They will mention “state” instead of “province,” but what they are saying is also applicable in Canada.

**Part 3:** When the video is done, lead a group discussion using the following prompts. Listen to the answers learners provide, and feel free to add your own questions too!

- Did we discuss any of the “pros” discussed in this video before we watched it?
- Did any of these pros or cons surprise you?
- Which of the “pros” this child care provider shared are most appealing to you?

**Practitioner note:** the pros discussed in this video were:

- being able to work in the comfort of your own home
  - spending time with your own children
  - being your own boss, making your own hours, and setting your own vacation time
  - the ability to make money
  - being able to teach, love, inspire, and influence children in a positive way
- Which of the “cons” this child care provider shared sounds the most challenging?
- Practitioner note:** the cons discussed in this video were:
- Other people living in your home are going to be impacted by your home-based child care centre. You need to make sure they follow child care rules even though they aren’t the ones providing child care.

- Children and families are coming in and out of your home every day, and they can bring germs and illnesses with them.
  - It can be stressful when the government (or any other overseeing agency) does a home visit.
  - You may work very long hours.
  - If your child care business expands, and you hire other educators, and they call in sick, you may not be able to meet the legally required ratios of children to educators. You may have to tell parents they can't drop their children off as planned.
  - Parents can show up late for pick up or be late paying their child care fees.
- How could you deal with some of these cons?
  - What other pros or cons can you think of?
  - This child care provider said that children can teach us so much about life. What do you think children can teach you?



**Facilitator tip:** Learners are developing their communication, adaptability, and problem-solving skills while completing this activity.



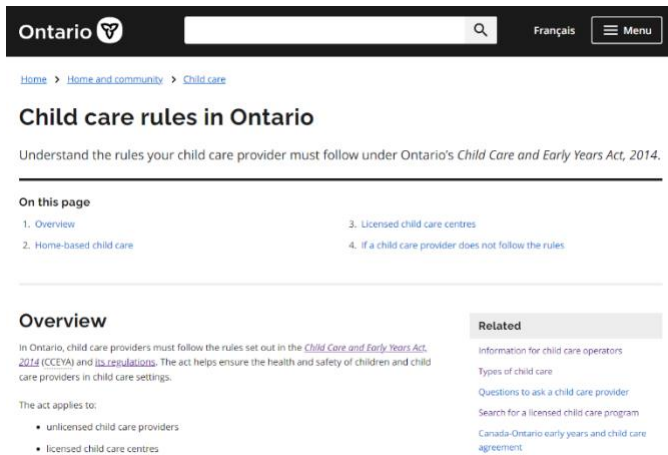
## Child Care Rules in Ontario



To operate a child care centre in Ontario, including home-based daycares, there are many rules that must be followed.

**Summary:** In this activity, learners will research several rules that child care providers must follow under Ontario’s Child Care and Early Years Act, 2014. They will then create a presentation for others that explains what they learned.

**Recommended supplies:** Devices with internet access. Learners may wish to use PowerPoint, Google Slides, or paper-based supplies like flipcharts or printed handouts as part of their presentation. A projector and laptop with internet access may also be helpful.



In this activity, learners will use the Ministry of Education’s **Child Care Rules in Ontario** site (shown at right) for research. You may wish to show the website using a projector and a whiteboard or large screen so learners can familiarize themselves with the site before this activity begins.

Website link:  
<https://www.ontario.ca/page/child-care-rules-ontario>



**Facilitator instructions:**

**Step 1:** Let learners know that in Ontario, child care providers must follow the rules of the Child Care and Early Years Act, 2014 (CCEYA). The act helps ensure the health and safety of children and child care providers in child care settings.

Let them know that the Act applies to:

- unlicensed child care providers (including home-based daycare providers)
- licensed child care centres
- licensed home child care agencies
- home child care providers that are overseen by a licensed agency

**Ask:** Which of these settings do learners think they might work in?

**Step 2:** Divide learners into five groups and assign each group one of the following topics:

1. The number of children allowed for both licensed and unlicensed child care. Ask this group to address the additional requirements of unlicensed home child care providers (included in the section called “number of children allowed”).
2. Vulnerable sector checks. Ask this group to research what police department they need to contact to arrange a vulnerable sector check in your area and include it in their presentation.
3. First aid training, including what will happen if an accident or incident occurs. Ask this group to research where first aid training is available in your area and include it in their presentation.
4. Staff to child ratios for both licensed and unlicensed child care.
5. What happens if a child care provider does not follow the rules?

**Step 3:** Instruct groups to create a presentation for others that explains their topic. Encourage them to use whichever presentation format they wish and to use visual aids if possible. You may need to provide some guidelines about how to create an effective presentation.



**Facilitator tip:** Learners are developing their reading, writing, digital, creativity and innovation, and communication skills while completing this activity.

**Step 4:** Have groups share their presentations one at a time. As groups present what they learned, encourage other learners to ask questions. Make a note of which groups demonstrated strong communication skills, used interesting visual aids, and engaged the audience in their presentations. Recognize their efforts. You may also want to incorporate a simple self-evaluation where group members reflect on their presentations and consider both strengths and areas for improvement.

**Wrap-up:** Conclude the presentations with a discussion of what learners thought were the most important things they learned about child care rules in Ontario.

**Facilitator tip:** On the following pages, you will find reference material from the Ministry of Education website. You can use this material to confirm if learners captured the required information in their presentations.

## Reference material

Practitioners are invited to reference the following information that the Ministry of Education website shares about each of the assigned topics:

### Group 1: Number of children allowed

A home child care provider that is **overseen by a licensed agency** can care for up to six children under the age of 13. All home-based child care providers must:

- count their own children if they are younger than four years old
- care for a maximum of three children younger than two years old

An **unlicensed** home child care provider can care for a maximum of five children under the age of 13. All home-based child care providers must:

- count their own children if they are younger than four years old
- care for a maximum of three children younger than two years old

Unlicensed child care providers must:

- not operate in more than one location
- inform you in writing (hard copy or electronic) that they are unlicensed. Their communication must say “This child care program is not licensed by the Government of Ontario.”
- keep proof that they disclosed this to you for two years

### Group 2: Vulnerable sector checks

All staff, volunteers, and students working at licensed child care centres as well as people working or living in home child care settings that are overseen by a licensed agency must get vulnerable sector checks. This means they need a background check from the police.

This applies to:

- home child care providers
- in-home services providers
- agency staff who visit home child care settings
- students on an educational placement
- volunteers
- other people who live at the home, such as the provider's spouse

Individuals must:

- update their vulnerable sector checks every five years
- provide offence declarations in every year that vulnerable sector checks are not required

In some cases, staff of child care centres and/or home child care providers can begin working with children before they get their vulnerable sector check as long as:

- they apply for it as soon as possible
- the length of time it takes to receive it justifies any delay

Employers and home child care agencies must make sure that additional measures are in place to protect children until a provider gets their vulnerable sector check. For example, the employer or home child care agency may require additional supervision or monitoring of the provider or conduct additional reference checks.

### Group 3: First aid training

All child care supervisors and employees counted as part of the staff-to-child ratio and all home child care providers overseen by a licensed home child care agency must have a valid standard first aid certification, including infant and child cardiopulmonary resuscitation (CPR).

In child care centres, at least one first aid certified employee must always be onsite and close enough to the children that they would be able to respond to an emergency. Other employees have three months to get or renew their certification.

If any accident or incident occurs that could affect the health, safety, or well-being of your child, the child care centre must:

- notify you
- complete an incident or accident report and give you a copy of it

### Group 4: Staff to child ratios

Licensed child care centres must meet the following minimum staff-to-child ratios. They may choose to have more staff but may not have less staff than set out below.

Age group	Age range	Ratio of staff to children	Maximum number of children in group
Infants	younger than 18 months	3 to 10	10
Toddlers	18 to 30 months	1 to 5	15
Preschool	30 months to 6 years	1 to 8	24
Kindergarten	44 months to 7 years	1 to 13	26
Primary and junior school age	68 months to 13 years	1 to 15	30
Junior school age	9 to 13 years	1 to 20	20

### Group 5: If a child care provider does not follow the rules

If you have a concern about a child care provider in Ontario, you can make a complaint. The Ministry of Education conducts inspections and investigates complaints about licensed and unlicensed child care.

Providers who do not follow the rules under the Child Care and Early Years Act, 2014 and its regulations may face administrative penalties, convictions that could include fines, or both.

An administrative penalty is a monetary penalty that the Ministry of Education can issue for breaking some of the rules under the Child Care and Early Years Act, 2014. It is not the same as a fine, which relates to the conviction of an offence.

If the Ministry of Education finds that a child care provider broke the rules, they will take appropriate action. Typically, they will also take progressive action, such as issuing a compliance order before issuing an administrative penalty. Administrative penalties could increase based on:

- how long the provider has not been complying with the Act
- previous violations

For example, if a provider has more than the permitted number of children in care, the penalty would start at \$2,000 per child per day.

They will also post online a child care provider that is issued either:

- a compliance order
- an administrative penalty
- a protection order
- a restraining order



## Learning Through Play



Play helps children explore and learn through their natural curiosity and imagination. Children learn important skills through play, including fine and gross motor skills, speech and language skills, social-emotional skills, and more.

**Summary:** In this activity, learners will watch a video about how play helps children develop important skills. After watching the video, practitioners will lead a group discussion about learning through play. Finally, learners will be split into groups to plan a play-based activity to help children develop a specific skill.

**Recommended supplies:** A projector and a laptop with speakers and internet access.

### Facilitator instructions:

Begin this activity by asking learners about play, using the following questions as a guideline. Think about what you know about play as a means of learning, and feel free to pose your own questions to the group as well.

- What are some words you would use to describe how children feel when they play?
- How do you think children learn through play?
- How does play change from age group to age group? For example, how would a one-year-old's play look different from a five-year-old's play?
- What sort of skills could play-based activities help children develop? Consider different age groups when answering this question.

**Step 2:** Play the video “Learning Through Play - Educational Experts - Series 2” by Edx Education, which is available using this link:

<https://youtu.be/nMp7sWRn2Bw?si=xwxhahEI-jeM7z8d>

**Step 3:** When the video is done, lead a group discussion using the following prompts. Listen to the answers learners provide, and feel free to add your own questions too!

- What kinds of play did you see in this video?
- What key messages did you hear?



Near the end of the video, we saw an image with six development areas that children develop through play (shown here). They include fine motor skills, gross motor skills, speech and language development, cognitive development, social and emotional development, and curiosity.

- Ask learners to explain what they think each of these areas of development refers to. Help define them for learners who are unsure.

Something we heard in this video is that it's important for caregivers to learn what interests each child so that they can create play-based activities that reflect the child's interests. If a child is interested in or excited about an activity, they are more likely to spend time doing it and building their skills through play.



- With this in mind, what sort of learning activity might you create for a child who is really interested in trains?

**Step 4:** Divide learners into six groups and assign each group one of the skills touched on in this video. Remind them how they explained each of these skills and use the descriptions below to expand on their original ideas if needed.

1. Fine Motor Skills: learning how to control small muscles like those in fingers and building hand-eye coordination.
2. Gross Motor Skills: learning how to control large muscles like those in arms and legs, and developing balance and control in the body.
3. Speech and Language Development: learning sounds and words, developing verbal language skills and self-expression.
4. Cognitive Development: learning the skills needed to understand, learn new things, solve problems, and predict the results of actions.
5. Social and Emotional Development: learning to manage emotions, take turns, build friendships, work with others, and resolve conflict.
6. Curiosity: learning how things work, thinking about why things happen, and using children's natural interest about the world around them.

Ask each group to come up with a play-based learning activity to help children learn or practice the skill they've been assigned. Instruct them to consider the age of the children who would participate in this kind of learning activity.



**Facilitator tip:** Learners are developing their creativity and innovation, communication, and problem-solving skills while completing this activity.

**Step 5:** Have each group describe their idea for a play-based learning activity to others. Encourage questions from the group. You may want to provide them with chart paper, a blackboard, or a whiteboard to help illustrate their activity.

**Wrap-up:** As you conclude this activity, remind learners that play is a good way for both children and adults to learn. Ask learners if they can think of anything they have learned from playing games or sports. Encourage them to keep these learning opportunities in mind as they begin their career in child care.

## Create a Pinterest Board



Pinterest is a popular tool used by Early Childhood Educators to research activities for children in their care.

**Summary:** In this activity, learners will research child care resources and activities on Pinterest, creating a Board to save what they find. Once they have created their Pinterest Boards, they will show them to one another and discuss why they pinned what they did.


**Recommended supplies:** A projector, laptop, and other devices with internet access. Note: learners need an email address to sign up for Pinterest. **Tip:** To save in-class time, facilitators may wish to have learners sign up for a Pinterest account in advance.

### Facilitator instructions:

**Step 1:** If learners **already** have a Pinterest account, skip to Step 2 and ask them to log into it. If learners **do not** have a Pinterest account, provide them with these instructions. It would be helpful to demonstrate this process using a projector so learners can follow along and be aware of what they are signing up for if they choose to create an account.

1. Go to Pinterest using this link: <https://www.pinterest.com/>
2. Click the **Sign up** button in the upper right hand corner of the screen.
3. Enter your email address, create a password, and enter your age.
4. Click the **Continue** button.
5. Click **Next** on the popup window.
6. Select a gender (the options are female, male, and specify another).
7. Select a language and country/region from the dropdown menus and click **Next**.
8. A window will appear with popular topics on Pinterest. To continue, learners will need to select five or more that interest them. Let learners know that as they use Pinterest, what they see will change to reflect the topics they search for the most and what they pin to their Boards.
9. Click **Meet your home feed**.

**Step 2:** If learners **already know** how to search for and pin content on Pinterest, ask them to start looking for ideas to pin to their profile. If learners **do not** know how to search for and pin ideas on Pinterest, provide them with these instructions. Again, it would be helpful to demonstrate this process using a projector so learners can follow along.

1. Click **Home** or the  symbol in the top left corner of Pinterest.
2. In the search field at the top of the page, type something you'd like to find. As an example, you could type "child care activities."
3. Press **Enter** on your keyboard or use your mouse to click on one of the matching topics that Pinterest will suggest.
4. The results will appear in a series of rectangles on your screen. To see a larger version of any of the results, click it.
5. When you find something you want to save to your Pinterest profile, click the **Save** button in the upper right corner.

**Step 3:** If learners **already know** how to create a Board on their Pinterest account, ask them to create a Board related to working in child care. If learners **do not** know how to create a Pinterest Board, provide them with these instructions. Feel free to demonstrate this process using a projector so learners can follow along.

1. Click your initials (or profile picture if you have one) in the top-right corner of Pinterest to open your profile.
2. Click the plus icon at the right side of the screen.
3. A drop-down menu will appear. Click **Board**.
4. Enter a name for your board. Suggestions include My Child Care Career, Working in Child Care, Early Childhood Education Resources, etc.
5. Put a check mark next to **Keep this board secret** if you don't want other people to see this Board.
6. Click **Create**.
7. Pinterest will suggest some pins they think you would like based on the title of your Board. Click **Save** to pin any of them to your new Board.
8. Click **Done**.

**Step 4:** Direct learners to search Pinterest for topics related to child care and choose 10 to pin to their new Child Care Board. If they are unsure what search criteria to use, you can suggest:

- Early Childhood Education
- Early learning
- Daycare spaces
- Nutrition for young children
- Sensory experiences for young children
- Nature and child care
- Science for young children
- Teaching letters and numbers
- Infant and toddler activities
- Early literacy
- Art for young children
- Developing gross and fine motor skills
- Child development
- Music for young children

Challenge learners to come up with their own search words too!



**Facilitator tip:** Learners are developing their digital skills while completing this activity.

**Step 5:** After providing time for learners to look at Pinterest and decide what they want to pin to their Child Care Boards, ask learners to show their new Pinterest Boards to one another and discuss why they chose the pins they did.

You can divide them into pairs, groups of two to three, or complete this activity as a larger group.

**Wrap up:** Conclude the activity by asking learners for ideas about other ways they could use Pinterest in a professional capacity.



## Child Care Scenarios



**Summary:** In this activity, learners will review several common, yet challenging, child care scenarios and discuss how to respond. Discussion questions will encourage them to consider different approaches to challenging situations.

**Recommended supplies:** None.

### Facilitator instructions:

Before this activity, talk to learners about the various things that impact how we respond to challenges and how we make decisions. As an example, you can share that child care professionals might respond to children's behaviour based on:

- their personal experiences
- what they learned during their training
- the policies they need to follow
- what children's families want
- their workplace environment
- their personal and cultural beliefs
- how they handle stress

After this introductory conversation, read the following scenarios to learners. They have been adapted from "Scenarios for Reflection" by the College of Early Childhood Education (CECE) which you can find here [https://www.college-ece.ca/en/Documents/Scenarios\\_for\\_Reflection.pdf](https://www.college-ece.ca/en/Documents/Scenarios_for_Reflection.pdf). Each of them presents common, challenging moments for educators working directly with children.

Discussion questions have been provided following each scenario. Listen to the answers learners provide, and feel free to add your own questions too!

## Scenario 1: Snack Time

Miya, an RECE working with infants, arrives to work frazzled and pre-occupied. After taking a few deep breaths, Miya enters the child care room and smiles at the children and families arriving for the day. During drop-off, a parent says that their child, Bashir (16 months old) has not eaten anything that morning and must have a full snack right away. Miya assures the parent that they will serve healthy snacks at the start of the day.

Soon after the parent leaves, Miya begins snack time for three of the children in her care. “Snack time Bashir! Come find your seat!” says Miya in a warm voice. Bashir happily joins the small table with two other children. Miya places several bite-sized pieces of banana in front of the children while preparing their cereal. Bashir eats the banana slices eagerly but refuses the cereal bowl and spoon, pushing them away.

Bashir says, “All done! All done!” then points and signs for more bananas. Miya responds, “No Bashir. No bananas until you eat your cereal.” Bashir repeats “All done!” and pushes their chair away from the table. Miya stops the chair and tells Bashir they must eat. Miya offers to help Bashir with the spoon, but Bashir continues to refuse, using their words and body to communicate that they are upset.

Miya feels frustrated and impatient. Bashir’s parent insisted they need to eat their snack at the start of the day, and Miya feels like they are letting the parent down.

### Discussion Questions

What would you do in this scenario?

What could be causing Bashir to reject the cereal?

How could Miya encourage Bashir to eat in a positive manner, while respecting what they want and need as well?

Could the fact that Miya came to work feeling frazzled have an impact on how they handled the situation?



**Facilitator tip:** Look for examples of good problem-solving and communication skills during this discussion.

## Scenario 2: Biting Incident

Fatima, a recent graduate and RECE, just secured a permanent position in a toddler room at a child care centre. Fatima is relieved to find out they will be working with an experienced RECE, and she is hoping she will learn from them and the other staff at the centre. Fatima is also eager to work with toddlers and begin putting into practice what they learned as a student.

In her first week, Fatima notices that one child in her group is attempting to bite several of the children during indoor play. Fatima works hard to observe the child, notice their triggers, and redirect the child to another activity before a biting incident takes place.

Despite their hard work, Fatima misses an opportunity to intervene, and the child bites another child. Fatima is devastated and feels that they failed. After that, every time the children play near one another, Fatima begins to feel nervous. They raise their voice and rush over every time the biting child gets close to any other child.

### Discussion Questions

What would you do in this scenario?

What skills would you need to be able to recognize what triggers a child's negative behaviour?

Come up with three ways you could redirect a child who is about to exhibit a negative behaviour.

What other positive strategies could Fatima use to manage this situation?

How could Fatima raising their voice and rushing over affect the children?



**Facilitator tip:** Look for examples of creativity and problem solving during this discussion.

### Scenario 3: Louder and Louder

Brian is an RECE working in a kindergarten classroom. Brian and their teaching partner, Ms. Ho, have 25 children in their classroom. During circle time, Carson (a four-year-old child) speaks loudly to a friend next to them. Carson ignores Ms. Ho's requests to wait for their turn to speak and continues to talk loudly to their friend.

During story time, Carson turns away from the teacher and begins to pull out some Lego blocks tucked away at the edge of the carpet. Carson begins building with the blocks and continues to talk about the weekend in a loud voice, disrupting the group discussion about the story and interrupting Ms. Ho.

After several verbal instructions to stop talking, Ms. Ho signals to Brian that they would like help addressing the challenge.

#### Discussion Questions

What would you do in this scenario?

How could Brian support Carson's ability to regulate his behaviour during group time?

What other positive strategies could Brian use to help prevent Carson's challenging behaviour in the future?

What impact does the teaching partnership and the classroom environment have in this scenario?



**Facilitator tip:** Look for examples of adaptability and collaboration skills during this discussion.

**Wrap-up:** After discussing each of these scenarios, you can expand this activity by asking learners to come up with their own child care scenarios and discuss how they could deal with them effectively.