

This is a resource for LBS Facilitators who have learners using the CLO resource “Skills for Successfully Working in Child Care 2.” Throughout this resource, learners are encouraged to share their thoughts and the answers to these activities with a tutor, teacher, or classmate.

This resource is designed for learners to work independently or with a tutor. It does not need to be completed in a single session, so learners can take breaks as needed.

Practitioners are encouraged to supplement this resource with:

- discussions about learner experiences related to the subject matter
- examples that are culturally relevant to the learner
- additional activities as desired

Discussion Questions & Answer Key

On Page 4, learners are asked to come up with their own definition of five of the Skills for Success (Digital, Numeracy, Problem Solving, Reading, and Writing.) They are instructed to share their definitions and ask for someone else’s definitions of each skill, then discuss how their answers are similar and how they are different.

On Pages 9 and 10, learners are asked questions about digital skills. The questions are shown below with the correct answers **in bold**.

1. Name three types of software that desktop and laptop computers might have.

There are many possible right answers to this question. The resource specifically mentions:

- **operating systems like Windows and MacOS**
- **software like Microsoft Word, Apple Pages, or Adobe Acrobat**
- **web browsers like Edge or Chrome**

If learners suggest other software that can legitimately be found on desktop or laptop computers, this answer should be marked correctly.

2. Name three types of software or apps that smartphones or tablets might have. **There are many possible right answers to this question. The resource specifically mentions:**

- operating systems like Android or Apple iOS
- apps like Spotify, Google Maps, or TikTok
- web browsers like Mozilla Firefox, Safari, or Chrome

If learners suggest other software that can legitimately be found on smartphones or tablets, this answer should be marked correctly.

3. Name one personal thing people use digital technology for and one professional thing people use digital technology for.

Examples of personal things could include: texting people, taking photos, posting things on social media, looking up information, shopping online, reading articles and stories, watching videos, playing games, and getting directions.

Examples of professional things could include: emailing people, creating documents and presentations, using spreadsheets and databases, doing research, attending meetings, collaborating with coworkers, uploading resumes, and applying for jobs.

If learners suggest other personal or professional uses for digital technology that seem plausible, this answer should be marked correctly.

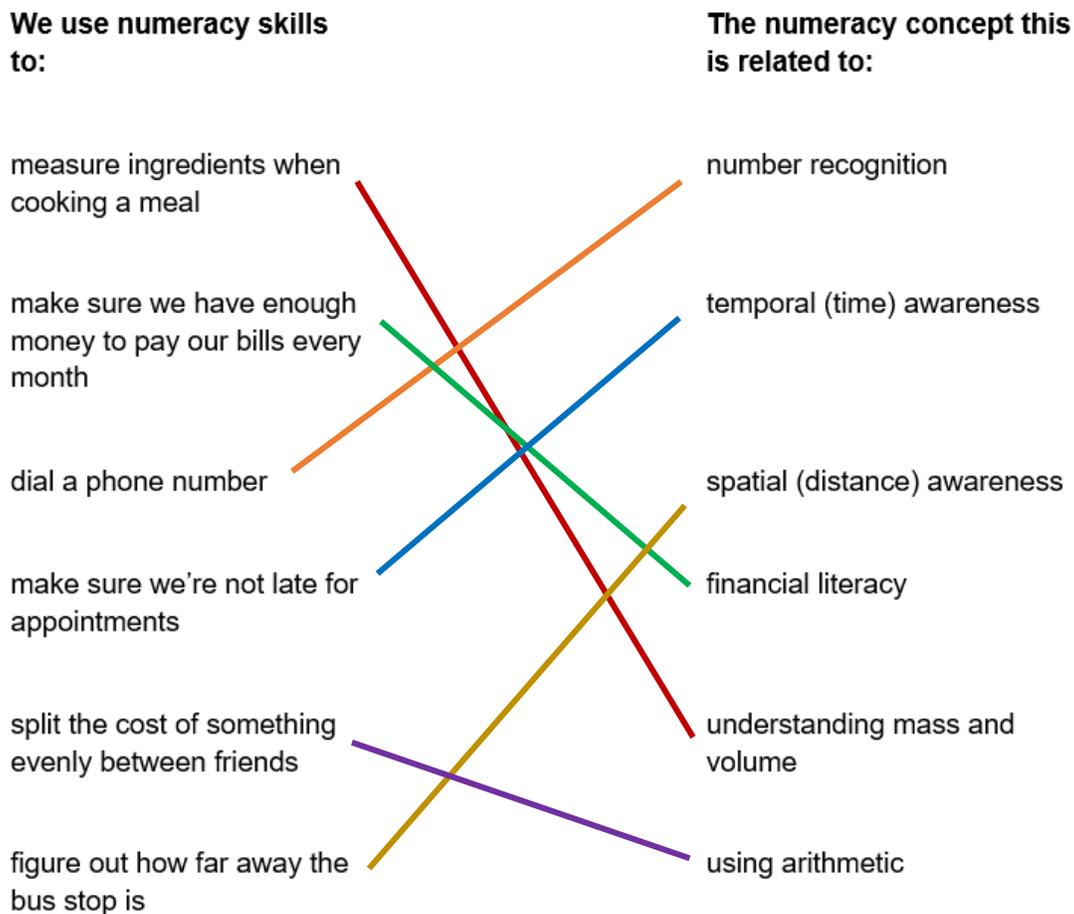
4. Fill in the missing words from this statement on Page 7: Child care centers often use email, text messages, or apps like **HiMama** and **StoryPark** to let families know about daily **activities**, events, and information about their child's **well-being** and **development**.

5. Fill in the missing words from this statement on Page 7: Digital systems can be used to track **attendance**, **sign-in/sign-out** times, and **security** measures. This can include information about **custody**, who is allowed to pick up children from care, and who is not.

6. Fill in the missing words from this statement on Page 7: Child care professionals can use digital tools to plan and organize **lessons** and **activities**. They can access and share **resources**, daily **schedules**, and the materials needed to run different **learning activities**.

On Page 11, learners are asked which numeracy concepts they are familiar with. **There is no correct answer to this question, but what the learner says will provide the foundation for a conversation about upgrading additional numeracy skills if needed.**

On Page 13, learners are asked to draw a line between each activity and the related numeracy concept. The results should look like this:



On Pages 17 through 19, learners are asked questions about numeracy. The questions are shown below with the correct answers **in bold**.

1. Fill in the missing words that describe the following numeracy skills or concepts listed on Page 11.

- a) Arithmetic: Understanding how to use **addition**, subtraction, **multiplication**, and division.
- b) **Number** recognition: Understanding numbers and how they relate to one another and the world around us.
- c) Spatial awareness: Understanding the measurement of **distances** in the environment around us, including centimetres, inches, feet, and meters.
- d) **Financial literacy**: Understanding financial concepts including budgeting, saving, investing, and managing your money effectively.
- e) Mass and volume: Understanding the **weight** of objects and the **space** they take up.
- f) Temporal awareness: Understanding the concept of **time** and how it passes.

2. What numeracy concept is related to each of these things child care professionals pay attention to every day?

- a) How many minutes to spend doing certain activities. **Temporal (time) awareness**
- b) How many children are in their care at all times. **Number recognition**
- c) How much of each ingredient to use when making things like homemade playdough. **Mass and volume**
- d) How much money they need for supplies. **Financial literacy**

3. Use the chart on Page 15 showing ratios for child care providers in Ontario to answer the following questions:

- a) What is the maximum number of infants (younger than 18 months) you can have in a group? **10**
- b) What is the ratio of staff to preschoolers (children aged 30 months to 6 years old)? **1 to 8 (or 1:8)**
- c) What is the ratio of staff to Kindergarten-aged children (children aged 44 months to 7 years old)? **1 to 13 (or 1:13)**
- d) What is the maximum number of Kindergarten-aged children you can have in a group? **26**

4. Answer the following questions about ratios for home child care providers.

- a) What is the maximum number of children under the age of 13 an unlicensed home child care provider can care for? **Five**
- b) What changes if the home child care provider is overseen by a licensed agency? **They can care for up to six children under the age of 13.**
- c) Do home-based child care providers have to count their own children in that ratio, if they are younger than four years old? **Yes**

5. Which of the common activities child care professionals do to introduce numeracy in a fun and interactive way is your favourite? **There is no right or wrong answer to this question, but it can provide insight into how the learner thinks about numeracy.**

On Pages 24 and 25, learners are asked questions about problem solving. The questions are shown below with the correct answers **in bold**.

1. What are the six steps you can follow to solve problems?

1. **Figure out what the problem is and why it happened.**
2. **Recognize what you can control and what you can't.**
3. **Think about different ways to overcome the problem.**
4. **Decide which of the possible solutions to try first.**
5. **Try the solution you chose.**
6. **Learn from the experience.**

2. Share an example of a small problem and a big problem you've had to deal with. How did you try to solve those problems? **There is no right or wrong answer to this series of questions. Learners are asked whether their solution worked or not, and if it didn't what they should try next. They are intended to be an opportunity for a discussion about problem solving.**

3. Which of the other Skills for Success is Problem Solving closely related to? **Adaptability**

4. If you face a problem that is hard to solve alone, which of the other Skills for Success would you use? **Collaboration**

5. What opportunity would you create for children to learn and practice problem-solving skills? Come up with your own example below! **There is no right or wrong answer to this question. It provides an opportunity for the facilitator to gauge the learner's understanding of problem solving in a child care context.**

On Pages 29 and 30, learners are asked questions about reading. The questions are shown below with the correct answers **in bold**.

1. What are two other Skills for Success you might use when trying to understand the words you read?

- a) **Problem Solving**
- b) **Communication**

2. Think of something you read in your daily life. What do you learn from reading it? **There is no right or wrong answer to this question.**

3. Fill in the missing words from these statements found on Page 28:: Child care professionals also read when they are at work. Sometimes it is to learn the **information** they need for **their job**. Other times it is to **teach** children the skills they need for **reading**.

4. What are three things child care professionals read at work? **Any three of the following answers would be correct:**

- workplace policies and procedures
- articles about child development
- notes from co-workers
- employment contracts
- benefits booklets
- letters from parents
- instructions related to the children in their care
- safety notices
- memos from their employer

5. What is one of the ways people who work in child care teach children reading skills? **Any of the following four things suggested would be correct:**

- Set an example of what reading looks like and talking about what you learn from what you read.
- Reading out loud, telling children stories, or pointing out what the words on posters say.
- Showing children books with both pictures and words.
- Teaching children how to recognize each letter in the alphabet and how to put those letters together to make words.

On Page 31, learners are asked to share two examples of when they might need to use a pen or pencil to write something. **This question has no right or wrong answer but can provide facilitators with an opportunity to discuss hand writing skills with the learner.**

On Page 32, learners are asked if they write because they have to or because they like to? They are also asked for an example of one thing they write in their daily life. **Just as with the question above, this question has no right or wrong answer. It can provide facilitators with an opportunity to discuss the different reasons for writing with the learner.**

On Pages 35 and 36, learners are asked questions about writing. The questions are shown below with the correct answers in **bold**.

1. What is something you can do in casual writing that you can't do in formal writing? **Any of these examples would be correct:**

- **You can't mis-spell words in formal writing.**
- **You can't use short-forms or emojis in formal writing.**
- **You can't use bad grammar or sentence structure in formal writing.**

2. What are two examples of different writing tasks that happen in child care? **Any two of the following five answers would be correct:**

- **Writing notes about what happened during their shift for other staff to read.**
- **Recording infant and young children's eating and toileting/diapering schedules.**
- **Filling out accident reports.**
- **Journaling as part of an educator's "reflective practice."**
- **Recording observations in learning stories for families and other educators.**

3. Fill in the missing words in the statements from Page 34 about how educators help children build writing skills in ways that may not seem obvious.

- Activities like threading beads, cutting with safety scissors, and playing with playdough or clay can help children build the **hand muscles** they need for writing.
- Scribbling with crayons, markers, or chalk on paper or chalkboards helps children develop **hand-eye coordination** and **fine motor skills**. It also helps them get used to the feeling of holding something and making marks with it.
- When children talk about things they like and an educator writes down key words, it helps them associate **words they know** with **written symbols**.
- Watching educators label objects, **write messages**, or **make lists** lets children see every day examples of writing. They often want to copy the adults in their lives, so **modeling writing** can be very effective!

4. What simple letters can educators use to teach children proper letter formation? **"L" or "T."**

5. What two things can educators use to help children feel the shape of the letters? **They can use raised letters or textured surfaces.**

6. True or false: Worksheets or activity books with simple words for children to copy or trace can help them learn to write. **True**

In the conclusion **on Page 37**, learners are asked which of the four Skills for Success they think they are very good at and which they would like to develop more. **There are no right or wrong answers to these questions, but they provide an opportunity for practitioners to discuss next steps in skill development.**

