

This is a resource for LBS Facilitators who have learners using the CLO resource “Skills for Successfully Working in Child Care 1.” 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

Answer Key

On Page 4, learners are asked to come up with their own definition of each of the first four Skills for Success (Adaptability, Communication, Collaboration, and the combined skills of Creativity and Innovation.) 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 Page 8, learners are asked questions about adaptability. The questions are shown below with the correct answers **in bold**.

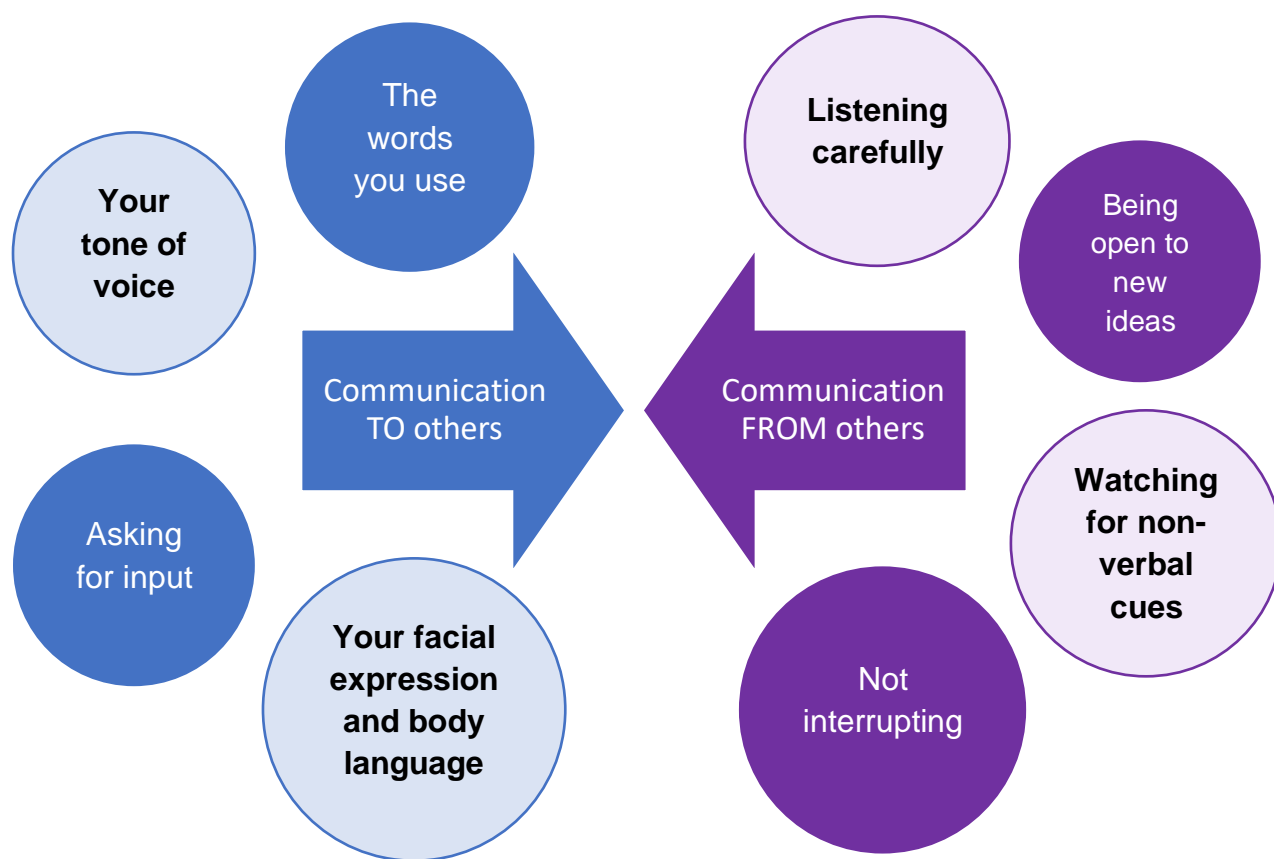
1. Fill in the missing words from this statement on Page 4: People who are adaptable **accept** that change happens, and they deal with it in a mature, responsible way. They try to keep an **open mind** and recognize they need to come up with a **plan** to handle the change.
2. Share an example of a big change and a small change you’ve had to deal with. **There is no right or wrong answer to this question.**
3. Share a positive change you experienced that caused stress. **There is no right or wrong answer to this question.**

4. What are two of the things suggested to help you handle stress? **Any two of the following four things suggested would be correct: get enough sleep, eat regularly, be physically active, and give your brain short breaks.**

5. Come up with an example of when you might need to be adaptable when working with young children. **There is no right or wrong answer to this question, but it will help facilitators confirm if the learner understands the concept of adaptability or not. Be sure the learner has not copied one of the examples provided on Page 7.**

On Pages 12 and 13, learners are asked questions about communication. The questions are shown below with the correct answers **in bold**.

1. Fill in the blanks in the image below by looking at the version on Page 9.



2. Share an example of when you use verbal communication in your daily life.
There is no right or wrong answer to this question.

3. Share an example of when you use non-verbal communication in your daily life.
There is no right or wrong answer to this question.

4. What is one way you can show you have good verbal communication skills.
Any of the following three answers would be correct:

- **Choose words that the person we're speaking to will relate to and understand.**
- **Maintain an even tone of voice, not yelling or sounding bored.**
- **Provide opportunities for other people to ask questions or share their thoughts.**

5. What is one way you can show you have good non-verbal communication skills.
Any of the following three answers would be correct:

- **Look directly at people when we're talking.**
- **Use facial expressions that reflect what we're talking about and show we're interested in the conversation.**
- **Relax our body language so we don't appear tense or closed-off.**

6. What is one way you can show you have good listening skills.
Any of the following four answers would be correct:

- **Avoid distractions so we can focus on what people are saying.**
- **Be patient and let others share their thoughts without interrupting.**
- **Watch other people's facial expressions and body language and interpret what they mean.**
- **Ask questions to be sure we understand what other people are saying.**

7. Look at the bullet point list on Page 11. Then, fill in the missing words from the statements below about how child care providers use their communication skills.

Observing children's **body language** and responding to the needs they see being communicated.

Asking children **questions** and responding to the questions they ask.

Modeling what good communication looks like by **speaking clearly** and demonstrating good **listening** skills in front of children.

Sharing information about children and their needs with **co-workers**.

Telling families about what their children are **doing and learning** each day.

On Pages 18 and 19, learners are asked questions about collaboration. The questions are shown below with the correct answers **in bold**.

1. List two traits of people who are good collaborators. **Any of the following five answers would be correct:**

- They are open to other people's ideas and points of view, even if they are different from their own.
- They ask other people to contribute to conversations and decisions.
- They can share both responsibilities and rewards with other people.
- They want the best outcome for everyone, not just for themselves.
- They can accept that they don't know everything, and want to learn and understand more.

2. List two traits of people who are not good collaborators. **Any of the following five answers would be correct:**

- They need to be right all the time and get upset if people disagree with their opinion.
- They make decisions on their own, without input from the people those decisions have an effect on.
- They don't want to do their share of the work to accomplish something but do want to take credit when things go well.
- They make choices based on what they want, not what's best for the group.
- They do not show empathy for what other people think, feel or experience.

3. What have you collaborated on in your life? **There is no right or wrong answer to this question.**

4. Name one thing that Registered Early Childhood Educators (RECEs) and Child Care Assistants working in child care centres might collaborate on. **Any of the following answers are correct: They might work together to plan activities for children, coordinate schedules, or divide duties between members of the team.**

5. Name one thing that Registered Early Childhood Educators (RECEs) working in Kindergarten classrooms might collaborate on. **Either of the following answers are correct:**

- **They collaborate with teachers to plan activities and support children's learning.**
- **They could also collaborate with other RECEs and with support organizations like the College of Early Childhood Educators for ongoing professional learning.**

6. Name one thing that home child care providers collaborate on. **Any of the following answers are correct:**

- **They work with support organizations in their community to get access to information and resources.**
- **They may also collaborate with other home child care providers to plan group activities and outings**
- **They may collaborate with their own family to figure out a schedule and share the home in a way that works for everyone's needs.**

7. Fill in the missing words from the statements on Page 17 of this resource: It is important to know that child care centres and classrooms are **diverse**, with families (and **co-workers**) who may have different:

- | | |
|-----------------------------|--------------------------------|
| • backgrounds | • ways of communicating |
| • religions | • cultures |
| • values and beliefs | • abilities |

Being **open-minded** and able to respectfully **accept** these differences is an important part of being a good collaborator.

8. What are two things that educators teach children how to do that are related to good collaboration? **Any two of the following answers would be correct:**

- **Share toys with other children**
- **Listen when other people are talking**
- **Take turns in activities**
- **Work together to build things**
- **Stay calm when they don't get their way**

On Pages 20 and 21, learners are presented with two scenarios where they are asked to consider:

- a) What kind of innovative adaptations could help someone in a wheelchair be able to cook.
- b) What kind of creative solutions could help someone who keeps forgetting to water their plants keep them alive.

These are excellent opportunities to discuss new and different ways of approaching a problem – the heart of both creativity and innovation.

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

1. Fill in the missing words from these sentences found on Page 20: Many people think that creativity is about being **artistic** – being a painter, or a musician, or an actor. Creativity is actually about the way you **think**. People who are creative are **open-minded**, see the world from **other points of view**, and can imagine things being **different** than they are.
2. Fill in the missing words from these sentences, also found on Page 20: Innovation is also about thinking differently. People who are innovative see the world as full of **possibilities** and are able to come up with **new** and **better** ways of doing things. They like to know how things work and **create** things, which is why innovation is connected to creativity.
3. What are the two other Skills for Success that Creativity and Innovation are closely related to? **Adaptability** and **Problem Solving**.
4. Share a time when you used creativity skills or did something new and innovative. **There is no right or wrong answer to this question. It provides an opportunity for facilitators to confirm the learner's understanding of these Skills for Success.**

5. List two different things educators design to help children grow their creativity and innovation skills. **Any two of the following answers would be correct:**

- sensory stations with objects children can touch, feel, and experiment with
- creative outlets like painting and drawing
- activities that encourage imagination and make-believe
- experiences for children to learn about people from different backgrounds
- dress-up stations where children can pretend to take on roles they see in the world, like teacher, doctor, or parent
- exposure to objects that can be used in many different ways so children can experiment
- chances for children to act and put on improvised scenes or plays
- music and song-based activities
- opportunities for children to accomplish a task in ways they choose

6. Use your imagination and creative skills! Come up with something new or different a child might use these everyday objects for. **There are no right or wrong answers to these questions, but sample responses have been provided for context.**



A child might use a shoe in this creative way: **They could put paint on the bottom and push it onto paper to make art from the tread pattern.**



A child might use a cup in this creative way: **They could fill it with soil and use it to grow a plant from a seed.**



A child might use a book in this creative way: **They could use it to hit a drum or cymbal, making it part of a musical instrument.**



A child might use an oven mitt in this creative way: **They could use it like a puppet, using the thumb for a mouth.**

In the conclusion **on Page 27**, learners are asked which of the four Skills for Success they think you 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.**

Note that the next resource in this series “Skills for Successfully Working in Child Care 2” is available to support that skill building.

