SUGGESTED EXERCISES

# Observing nap time routine in the nursery

[](http://cpe-pn.ccdmd.qc.ca/fiche/bebe-faisant-la-sieste)

**Video:** [Baby](http://cpe-pn.ccdmd.qc.ca/fiche/bebe-faisant-la-sieste) napping

## Objectives

* Analyzing the profession.
* Promoting a healthy lifestyle for children.
* Creating a safe environment in an educational childcare centre.
* Promoting children’s holistic development.
* Building a positive relationship with children.
* Organizing the educational environment.
* Integrating the language and culture of belonging into educational practices.

## Activity details

Approximate duration: 2 hrs

STEP 1

1. Watch the video clip as a group or individually.

STEP 2

1. Individually, check off any skills you can observe in the clip in the table below.

STEP 3

1. Individually, explain your answers in the space provided, and discuss the importance of each practical skill and soft skill.

**QUALITATIVE ASSESSMENT OF SKILLS**

|  |  |  |  |
| --- | --- | --- | --- |
| **SKILLS** | **CAN IT BE OBSERVED IN THE CLIP?** | | **DISCUSS THE IMPORTANCE OF USING  THIS PRACTICAL OR SOFT SKILL.** |
| Yes | No |
| **PRACTICAL SKILLS** | | | |
| Meeting the children’s developmental needs |  |  |  |
| Meeting the children’s safety needs |  |  |  |
| Meeting the children’s affective needs |  |  |  |
| Supporting the children in leaving their parents for the day |  |  |  |
| Feeding the children and helping them eat |  |  |  |
| Changing diapers |  |  |  |
| Supporting the children in learning how to use a potty |  |  |  |
| Getting the children dressed or helping them get dressed |  |  |  |
| Helping the children at nap time |  |  |  |
| Teaching a healthy lifestyle |  |  |  |
| Fostering a stimulating environment |  |  |  |
| Ensuring an appropriate pedagogical, physical and material planning of the space |  |  |  |
| Building a relationship with the parents |  |  |  |
| Establishing a partnership with the parents |  |  |  |
| Performing interventions and planning tasks regarding the children’s health and safety |  |  |  |
| Following sanitary guidelines |  |  |  |
| Building a meaningful relationship with children |  |  |  |
| Meeting the parents’ requirements |  |  |  |
| Ensuring constant monitoring |  |  |  |
| Planning everyday moments that meet the children’s needs |  |  |  |
| Observing the children’s development and behaviour |  |  |  |
| Performing interventions regarding the children’s safety (screening and protection) |  |  |  |
| Discussing their work with colleagues and management |  |  |  |
| Respecting the pace of children and their parents |  |  |  |
| Reassuring the children and their parents |  |  |  |
| Honouring and respecting the transmission of family and cultural values |  |  |  |
| **SOFT SKILLS** | | | |
| Caring |  |  |  |
| Listening |  |  |  |
| Being organized with the help of tools |  |  |  |
| Working in teams |  |  |  |
| Being calm |  |  |  |
| Being creative |  |  |  |
| Demonstrating professional ethics |  |  |  |
| Being empathetic |  |  |  |
| Being energetic |  |  |  |
| Having self-control |  |  |  |
| Being emotionally mature |  |  |  |
| Being open-minded |  |  |  |
| Having a good sense of humour |  |  |  |
| Being responsible |  |  |  |

STEP 4

1. Share your answers with the group.

STEP 5

1. Expand your learning by answering the following questions:

* What is your first impression when watching this clip?
* Is it a professional or personal reaction? Why?
* Share some examples of elements you can observe in the clip that show how the environment supports the children’s holistic development.
* Share some examples of things you can hear in the clip that show how the environment supports children’s affective development.
* What role do the parents play in the planning of nap time in educational childcare centres?
* If you were in the same situation, what would you do differently? Why?
* What elements can you observe that show the educator’s availability for the children in her group?
* What is your takeaway from this activity?