

01 · My place book

Draft: Local Queensland early childhood educator review pending.

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About 15 minutes. Planning link: QKLG 2024 Identity; EYLF V2.0 Outcome 1. This is an invitation to express a sense of self, not a request for personal details. Framework sources.

Gather: Two sheets of scrap paper and a crayon. Fold the sheets into a little book. A grown-up can do the folding.

Invite: “Want to make a book about a place you like? It can be real, imaginary, near or far.” Let the child choose the place, the pages and whether anyone sees the finished book. They can draw, arrange safe objects on a page, act out a visit, or tell you what to mark. A blank page can be “the part I haven’t decided yet.”

Say: “What should go on the first page?” “What do you like doing there?” “Is there anything you want me to leave out?” Follow their lead rather than correcting the drawing or asking them to explain their household.

Notice, without scoring: What did they choose to show? Did they change a page or add a detail? What did they want kept private? Record their own words only with consent and for the purpose of planning the next invitation.

Change the route: A vehicle lover might make a garage; a nature lover a tree or beach; a child may invent a moon base. Use home language, signed language, gesture, AAC, photos they already own, or an adult drawing to their directions. For a low-vision route, make the pages with textured fabric or large objects and describe them together. No one needs to read or write.

Screen: None needed. Optional: an adult can take one private photo of the book to revisit with the child, only if the child and family want that. Do not upload or share it by default.

02 · The choice museum

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About 10–15 minutes. Planning link: QKLG 2024 Identity; EYLF V2.0 Outcome 1. The child chooses and explains, but can also keep a choice private. Framework sources.

Gather: A tea towel or sheet of paper and three safe, large everyday objects such as a spoon, toy block and sock. No precious items are needed.

Invite: “Let’s make a tiny museum. What should be in it?” Lay out the objects and let the child add, remove, rearrange or replace them. The child can be the curator, a visitor, a guide or an observer. Change the museum’s name if they want.

Say: “Which one will go first?” “What would you like visitors to notice?” “Do we need a sign, or can you show me another way?” If the child says “I don’t know,” offer two objects and wait. They can change their mind.

Notice, without scoring: What caught their interest? How did they show a preference, make a decision or revisit it? A gesture, pause or moving an item counts as communication; there is no right collection.

Change the route: Try a museum of textures, shapes, things that roll or things from a favourite pretend world. A child may choose with eye gaze, pointing, AAC or an adult moving objects at their direction. Invite names in home languages; accept a made-up label. Offer a quieter one-object display if the table feels busy. For a tactile route, let the child handle each object before deciding where it goes.

Screen: None needed. Optional: photograph the arrangement to compare with a later version on the same device, with family permission and no upload.

03 · Welcome bridge

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About 15–20 minutes. Planning link: QKLG 2024 Connectedness; EYLF V2.0 Outcome 2. This is a pretend-play opening for joining, inviting and listening. Framework sources.

Gather: Two books or boxes, one firm piece of cardboard and two large toys. Place the cardboard between the supports at floor or table height. An adult checks that the bridge is stable and not for a child's weight.

Invite: “These two toys want to get across. Who might use the bridge first?” Let the child redesign it, add another path or decide that a toy would rather stay where it is. If another child is present, invite them to choose a role rather than assigning one.

Say: “How could this toy ask to join?” “What if the other toy says ‘not yet’?” “Can we find a way both toys are happy with?” Offer words if useful: “Can I have a turn when you’re done?” and “Yes, after me.”

Notice, without scoring: How did the child respond to another idea or negotiate turns? Did the bridge design change when a toy got stuck? Note the actual action or words; don’t infer a personality trait from one play moment.

Change the route: Boats may need a port; animals a tunnel; people a ramp. Use one toy and adult role-play if group play is tiring. Children can move pieces, point, direct an adult, sign or use AAC. Invite the family’s own ways of asking politely rather than insisting on one English phrase. Put the bridge at accessible seated height when useful.

Screen: None needed. Optional: take a private before/after photo of the bridge to discuss what changed; the play itself stays with real objects.

04 · Make a helpful town

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About 15–20 minutes. Planning link: QKLG 2024 Connectedness; EYLF V2.0 Outcome 2. The town is imaginary and can be designed for many people. Framework sources.

Gather: Reused boxes, a paper strip for a path, a few large blocks and one toy figure or object to represent a visitor. Keep packaging staples and sharp edges out of reach.

Invite: “Our visitor wants to get to a place they like. What should this town have?” The child can build a park, quiet room, library, shop, ramp, shady spot or a completely new place. Let them pick where to start and whose ideas to include.

Say: “How will the visitor get there?” “What would make that easier for someone else?” “What if a person wants a quiet way through?” Keep questions open; don’t turn the activity into a quiz about real neighbourhoods.

Notice, without scoring: What needs did the child notice or invent? Did they test a route, change it or include an idea from someone else? Record the design decision, not whether the town looks realistic.

Change the route: A child interested in transport can design stops; an animal lover can create safe paths for toy animals. A child may direct another person to place boxes, use a finger to trace a route, or describe it with AAC or a home language. Use a small tabletop version for limited space or mobility. Avoid asking children to disclose real addresses or family circumstances.

Screen: None needed. Optional: an adult can photograph the model and let the child draw a route over the image locally; do not post the photo.

05 · Move and rest trail

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About 10–15 minutes. Planning link: QKLG 2024 Wellbeing; EYLF V2.0 Outcome 3. The point is noticing comfort and making a choice, not completing an exercise routine. Framework sources.

Gather: Two cushions, a scarf or paper strip, and a clear floor or table space. Check that the route has no trip hazards. Movement can be small and seated.

Invite: “Shall we make a trail with a place to move and a place to rest?” Let the child choose a route: step beside the strip, roll a toy along it, trace it with a finger, or watch and direct you. Put a rest stop wherever they want. They can add a new stop or finish early.

Say: “Which way feels comfortable?” “Would you like to move, pause or change the trail?” “What could we put at the rest stop?” Accept “stop” right away. Avoid telling the child what their body should feel.

Notice, without scoring: How did they signal a choice, pace or need for a break? What route did they invent? A short observation can help plan future movement opportunities without rating stamina or coordination.

Change the route: Make it a train line, animal path or space mission. Use seated arm movements, finger paths, a wheelchair-accessible route or an adult moving a toy at the child’s direction. Give verbal or tactile landmarks for low vision. Use a quiet path with no music if preferred. Invite words or gestures in any language for “go,” “pause” and “finished.”

Screen: None needed. Optional: the child can record a short voice note describing their trail on a family device, stored locally with permission.

06 · Comfort kit inventor

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About 10–15 minutes. Planning link: QKLG 2024 Wellbeing; EYLF V2.0 Outcome 3. This is every-day play about choice and self-awareness, not therapy or a claim that an item will calm every child. Framework sources.

Gather: A small box or bag and a few safe options: soft fabric, a picture book, a drawing, a smooth large toy, paper and crayons. Let the child reject every option or suggest another.

Invite: “Could we make a kit for a moment when you want a pause? What would you put in it?” The kit may be for the child, a toy or an imaginary character. The child chooses what goes in, where it stays, and whether it is used at all.

Say: “What does your character like when things feel too busy?” “Would they want company or some space?” “Shall we try this or swap it?” Do not press for a personal story or label the child’s feelings for them.

Notice, without scoring: Did the child select, test or change an item? How did they communicate “yes,” “no” or “later”? A note such as “chose the fabric, then replaced it with a book” is enough. Respect privacy.

Change the route: Make a kit for a favourite toy, a picnic pause or a quiet corner. Some children may prefer firm objects, movement or no kit. Use real objects, pictures, touch, speech, home language, signing or AAC to choose. An adult can hold the items and follow eye gaze or gestures. Avoid scented items unless family and service know they are appropriate.

Screen: None needed. Optional: a child can choose a locally stored photo of the kit to remember their choices; do not require an app or upload.

07 · Shadow lab

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About 15–20 minutes. Planning link: QKLG 2024 Active learning; EYLF V2.0 Outcome 4. Children try an idea, notice what happens and try again. Framework sources.

Gather: One large toy, paper, a crayon and daylight near a window. If daylight is not useful, an adult can hold a small torch. Keep the torch away from eyes and do not use hot lamps or electrical cords in the play area.

Invite: “Can you make this toy’s shadow change?” Let the child move the toy, move the paper, choose a different shape or ask you to move the light. Trace a shadow only if they want. If there is no clear shadow, look for one outside or try another time; the problem can stay open.

Say: “What do you think might happen if it moves closer?” “What changed?” “What should we try next?” Share your own guess and allow it to be wrong.

Notice, without scoring: What did the child predict or try? Did they notice a difference and alter the setup? Capture the sequence in plain words, such as “moved the toy twice, then asked to move the paper.” Do not require the child to explain the physics.

Change the route: Try dinosaur, vehicle or plant shapes. For a low-vision or tactile route, use an adult-made shadow outline and compare the toy’s position by touch; the child can direct the adult. A child can point, gesture, sign, use AAC or a home language to make a prediction. Keep the setup quiet and uncluttered; no timed response.

Screen: None needed. Optional: take two private photos of the same toy and ask the child which change they notice, with no upload.

08 · Sort it your way

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About 10–20 minutes. Planning link: QKLG 2024 Active learning; EYLF V2.0 Outcome 4. The child invents a way to organise and can change the rule. Framework sources.

Gather: Six to ten large, safe objects: for example, socks, blocks, spoons, fabric squares and toy vehicles. Avoid small loose parts when younger children are nearby. Put out two paper circles or two tea towels as spaces.

Invite: “These things need homes. How would you put them together?” The child chooses what goes where. There may be an “other” pile or no piles at all. Ask if they want to try a new rule after the first sort.

Say: “Tell me about these ones.” “Could this object belong in more than one place?” “What changed when you tried a new way?” Do not announce the “correct” sort; colour, use, shape, story role and texture can all be ideas.

Notice, without scoring: What feature or story did the child use? Did they test a rule, notice an exception or change their mind? Record their own explanation or action, not a score for the number of piles.

Change the route: For a vehicle lover, sort by where vehicles travel; for someone who likes clothes, sort fabrics by feel or purpose. Use tactile objects instead of a picture-only sort. If moving pieces is difficult, the child can direct an adult by gaze, gesture, speech, signing or AAC. Invite names in home languages without assuming a direct translation for every category. Use only three objects if the table is too busy.

Screen: None needed. Optional: photograph one arrangement locally, then compare it with the child’s second arrangement on the same device.

09 · Three-thing story

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About 15–20 minutes. Planning link: QKLG 2024 Communicating; EYLF V2.0 Outcome 5. Stories can be spoken, signed, moved, drawn or invented together. Framework sources.

Gather: Three safe, large objects chosen by the child, such as a sock, cup and toy animal. A scarf can be the story place. No book or screen is required.

Invite: “What could happen with these three things?” Start with the child’s idea. They may move the objects in silence, tell a story, ask you to be one character, or choose just one object. Follow their order; a story doesn’t need a neat beginning, middle and end.

Say: “Where is it going?” “What might happen next?” “Would you like me to add a part, or just listen?” Repeat their words accurately before adding your own idea. Let “finished” mean finished.

Notice, without scoring: How did the child show a character, action or change? Did they respond to your idea or invite you in? Keep any note short and concrete; do not judge grammar or require performance for others.

Change the route: Try a cooking, rescue, animal, space or everyday story if it matches the child’s interests. Use a home language, dialect, signed language, AAC, drawing, gesture or object movement. An adult can narrate only what the child directs. For less sensory load, start with one object and add another only if invited. A tactile object story works without pictures.

Screen: None needed. Optional: record an audio retelling on a family device, with consent, kept local and deletable. The live object story comes first.

10 · Kitchen beat chat

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About 10–15 minutes. Planning link: QKLG 2024 Communicating; EYLF V2.0 Outcome 5. This is turn-taking and pattern play, with a visible or tactile route as well as a sound route. Framework sources.

Gather: Two plastic containers and two wooden or soft spoons. No glass, metal edges or loud striking. A table tap, hand clap or movement works too. Ask about noise comfort before starting.

Invite: “Shall we have a beat conversation? You can start, answer, or just watch.” Make two gentle taps and pause. Let the child reply in any way: tap, clap, move a scarf, point to two marks on paper or change the pattern. Follow their pattern once. They can call a stop or choose quiet play.

Say: “That was your turn. What should my answer be?” “Was mine the same or different?” “Do you want another turn?” Let the child make the rules; avoid correcting an unexpected beat.

Notice, without scoring: Did the child initiate, copy, vary or decline a turn? How did they signal a pause? Record the interaction, not a rhythm grade.

Change the route: Make the beat a train, rain or animal walk. For a child who does not hear or dislikes sound, use visible taps, hand movements, paper marks or safe vibration through a table. For limited movement, the child can direct an adult by gaze, gesture, signing, AAC or home language. Use soft fabric taps for a quieter version.

Screen: None needed. Optional: an adult can replay a short, locally recorded pattern for the child to compare, if they want sound and consent.