



DISCUSSION OF CLASSROOM SCENARIOS: FACILITATOR GUIDE

Below are some scenarios for participants to discuss and possibly role-play; the goal is to explore how they might use these strategies in their own classrooms. If you have a larger group, consider dividing participants into several smaller groups. You may use all four options provided or select among them depending on the needs and interests of your group. Three scenarios are provided for three different domains of the Head Start Child Development and Early Learning Framework.

Options:

1. Scenario 1:

Read the scripted activity and **identify** the **strategies** being used. (Answers are provided in *green italic* in the right column of the table for Scenario 1.)

2. Scenario 2 and/or 3:

Generate at least **two statements/questions** for specific strategies. (Some possible statements are included in *green italic* in the right column of the tables for Scenarios 2 and 3.)

3. Scenario 2 and/or 3:

Create a detailed script including children's responses, building upon some of the questions generated in option 2. **Be sure to focus participants on following children's lead.** You may include some examples from Scenario 1. Ask participants to write their scripts down on a blank piece of paper.

4. Scenario 1, 2, and/or 3:

Role-play the scenario based on the script, and **extend it to include additional dialog and strategies.** Identify one person to be the teacher, at least two to be children, and the rest to be observers. Afterwards, discuss the role-play as a large group. Comment based on your assigned role of teacher, child, or observer. (What did you notice the teacher doing? How did the children respond? What other ways could teachers implement this strategy?)

SCENARIO 1: IDENTIFYING STRATEGIES (Option 1) and **ROLE PLAY** (Option 4)

Learning domain	Scenario 1	Script	What are the strategies for the <u>underlined</u> comments or questions?
Creative Arts Expression	During lunchtime the teacher reminds the class that it is a classmate's birthday.	Teacher: <u>Jude, for your birthday how about you pick a fun activity we can do after lunch? What do you think we should do?</u> Jude: (shrugs) I don't know. Teacher: Let's see. <u>I know you enjoy singing and dancing. Your mom always tells me that you sing at home. Would you like to sing any of our class favorites?</u> Jude: I like the hokey pokey! Teacher: Oh, excellent! Friends, if you like, after lunch today we will sing and dance the hokey pokey. <u>How do you feel about that, Jude? Is there anything else you would like to do?</u> Jude: Can we make it silly? Teacher: We could change the words a little and include funny body parts like eyebrows, belly buttons and shoulders. Jude: Yeah!	Providing them with choices and allowing them to make their own decisions. Building on their interests and incorporating their ideas into activities. Encouraging them to express their ideas.

SCENARIOS 2 and 3: CREATING TEACHER STATEMENTS/QUESTIONS FOR STRATEGIES (Option 2), **SCRIPTS** (Option 3), and **ROLE PLAYS** (Option 4)

Learning domain	Scenario 2	Strategies	Create teacher statements/questions for these strategies
Literacy Knowledge & Skills	During a small group activity, the teacher will conduct a 15-minute letter-writing lesson. She will prompt children to choose the letters they have reviewed as a class.	• Building on their interests and incorporating their ideas into activities. • Providing them with choices. • Encouraging them to express their ideas.	<i>This morning we will practice writing our upper case letters. You may choose 3 letters from the ABC pocket chart.</i> <i>Possible choices may include the following. It is okay for them to do these or other activities related to writing. For example, a child may like to do 4 letters instead of 3, may practice writing his/her name, or review the letter sounds as well as write them.</i>

Learning domain	Scenario 3	Strategies	Create teacher statements/questions for these strategies
Social Studies Knowledge & Skills	During a whole-group lesson on recycling, the teacher asks children different ways to reuse old cereal boxes.	• Building on their interests and incorporating their ideas into activities. • Providing them with choices. • Encouraging them to express their ideas.	<i>I would like to hear some of your ideas about how we can reuse the cereal boxes.</i> <i>If children need help brainstorming, I can offer choices of things they could do with them—put toys in them, use them in art projects etc.</i>



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3. Scenario 2 and/or 3:

Create a detailed script including children's responses, building upon some of the questions generated in option 2. **Be sure to focus on following children's lead.** You may include some examples from scenario 1. Just write your script down on a blank piece of paper.

4. Scenario 1, 2, and/or 3:

Role-play the scenario based on the script, and **extend it to include additional dialog and strategies.** Identify one person to be the teacher, at least two to be children and the rest to be observers. Afterwards, discuss the role-play as a large group. Comment based on your assigned role.

SCENARIO 1: IDENTIFYING STRATEGIES (Option 1) and **ROLE PLAY** (Option 4)

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SCENARIOS 2 and 3: CREATING TEACHER STATEMENTS/QUESTIONS FOR STRATEGIES (Option 2), **SCRIPTS** (Option 3), and **ROLE PLAYS** (Option 4)

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