



DISCUSSION OF CLASSROOM SCENARIOS: FACILITATOR GUIDE

Everyday classroom activities create opportunities to provide children with responsibilities. Giving children responsibilities is important as it assists children in organizing more complex behaviors, becoming independent and self-reliant, taking initiative, increasing their own and their peer's sense of competence, and having the experience of being helpful and appreciated.

Below are some scenarios for participants to discuss and possibly role-play in order to practice 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 the right column of the following table.)

2. Scenario 2 and/or 3:

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

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 giving children responsibilities.** 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?
Physical Development & Health	While transitioning from free-play, to snack time (indoor), the teacher notices a child's laces are untied as she walks in line.	Teacher: "Joanna, I see that your laces are untied. Do you know how to tie them?" Joanna: <i>(shakes head no)</i> Teacher: "Well, that's ok. I know a friend of ours who has been practicing a lot. Shall we ask him for some help?" Joanna: <i>(nods)</i> Teacher: "Shane, I know your mom calls you the shoe expert at home because you help your younger sister with her laces, right?" Shane: "Yes, I help all the time! I know how to make the bunny ears!" <u>Teacher: "Great, maybe you can help Joanna here with her laces."</u> Shane: "Sure, I love helping friends!" Teacher: "I love it when friends help each other. <u>Would you like to be the class's shoe expert this week and offer to help friends tie their shoes?"</u> Shane: "Yes!" <i>The teacher continues to engage Shane as he helps his classmate, by encouraging him to help others and have a meaningful role.</i>	<i>The teacher encourages children to help each other.</i> <i>The teacher provides the child with a meaningful role in the classroom.</i>



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.
Approaches to Learning	The teacher facilitates children's meaningful participation during a small group cooking activity, making cookies.	• Provide meaningful roles for children during activities. • Let children lead. • Encourage children to help each other.	<i>"Who would like the job of being the lead baker first? Perhaps we can take turns being bakers and decorators."</i> <i>(In response to children wanting to enthusiastically take on various roles):</i> <i>"How can we plan so that all four of you get a chance to help in different ways? We can take turns reading the recipe, adding the ingredients, and pouring the mixture, etc."</i> <i>What can we do if one of us needs a little help? It looks like Dasheen has a lot to stir and could use some help.</i>

Learning domain	Scenario 3	Strategies	Create teacher statements/questions for these strategies.
Creative Arts & Expression	During a whole group activity, the teacher shows the children how to play Simon Says.	• Provide meaningful roles for children during activities. • Let children lead. • Encourage children to help each other.	<i>"Now that we have tried the game, who would like to practice being Simon?"</i> <i>"What are some new things Simon can say?" (Have children vary actions i.e. skipping, hopping, wiggling, dancing, etc. and then allow children to lead in these new ways.)</i> <i>"How can we help friends that do not understand the game?" (Play with a partner, repeat instructions slowly and carefully.)</i>

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