DISCUSSION OF CLASSROOM SCENARIOS: FACILITATOR GUIDE

Below are some scenarios for participants to discuss and possibly role play, in order to practice how they might use strategies to make learning meaningful in their own classrooms. If you have a larger group, consider dividing participants into 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 italics 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 green italics 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 on noticing and responding to children's cues. You may include some examples from Scenario 1. 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 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?
Social Studies Knowledge & Skills	While children are in centers the teacher notices a child trying to change a baby doll's diaper.	**Teacher:** Jose, I see that you're changing the baby's diaper. <u>Is that what your mom does with your baby sister at home?</u> **Child:** Yes, I am changing her diaper. My mommy lets me help sometimes. **Teacher:** Oh yeah? I bet she likes for you to help her. That's very responsible of you. **Child:** Yeah, she says I'm a good helper. **Teacher:** It sounds like you are. <u>You are also a good helper in the classroom too, like when you help pass out the plates for lunch.</u>	*Relating concepts to the child's life.* *Linking new learning to children's experience.*

Scenarios 2 and 3: Creating teacher statements/questions for strategies (Option 2), Scripts (Option 3), and role play (Option 4)

Learning domain	Scenario 2	Strategies	Create teacher statements/ questions for these strategies
Science Knowledge & Skills	As the children and teacher sit at the table for lunch, they pass around the peaches for everyone to eat.	*Linking new learning to children's previous experience.*	We read a book about fruit and vegetables last week. Do you remember what kind of food this is?
		Relating concepts to children's lives.	How many of you have had peaches before? (children respond)… Does anyone have them at home?
		Providing children with hands-on learning.	(Teacher has a whole peach for the class to examine.) Let's pass around the peach. How does the outside feel when you touch it? (continue conversation describing the peach…)

Learning domain	Scenario 3	Strategies	Create teacher statements/ questions for these strategies
Approaches to Learning	While the class is at a playground, the teacher notices that one child is standing by herself in an area surrounded by fallen autumn leaves.	*Linking new learning to children's previous experience.*	Do you remember the time of year that we said it is? (child responds)… Yes! Autumn is the time of year when leaves turn colors and fall off the trees.
		Relating concepts to children's lives.	I see leaves on the ground. Have you noticed anything about the leaves near your house? (child responds and conversation continues about leaves at home).
		Providing children with hands-on learning.	Would you like to pick up some of the colorful leaves to look at them closer? (child responds)…. What do you think we could do with them in the classroom? (conversation continues about leaves and activities in the classroom…)

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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 __underlined__ comments or questions?
Science Knowledge & Skills	While children are in centers the teacher notices a child trying to change a baby doll's diaper.	**Teacher:** Jose, I see that you're changing the baby's diaper. <u>Is that what your mom does with your baby sister at home?</u> **Child:** Yes, I am changing her diaper. My mommy lets me help sometimes. **Teacher:** Oh yeah? I bet she likes for you to help her. That's very responsible of you. **Child:** Yeah, she says I'm a good helper. **Teacher:** It sounds like you are. <u>You are also a good helper in the classroom too, like when you help pass out the plates for lunch.</u>	

Scenarios 2 and 3: Creating teacher statements/questions for strategies (Option 2), Scripts (Option 3), and role play (Option 4)

Learning Domain	Scenario 2	Strategies	Create teacher statements/ questions for these strategies
Science Knowledge & Skills	As the children and teacher sit at the table for lunch, they pass around the peaches for everyone to eat.	*Linking new learning to children's previous experience.* *Relating concepts to children's lives.* *Providing children with hands-on learning.*	

Learning domain	Scenario 3	Strategies	Create teacher statements/ questions for these strategies
Approaches to Learning	While the class is at a playground, the teacher notices that one child is standing by herself in an area surrounded by fallen autumn leaves.	*Linking new learning to children's previous experience* *Relating concepts to children's lives* *Providing children with hands-on learning*	