



PUT THE PIECES TOGETHER: FACILITATOR GUIDE

Activity overview: This activity provides the participants with an opportunity to work collectively to put together the necessary steps to reach a goal.

Participants will be given a slip of paper that shows a skill that is a broken-down part of one of the goals hung in the classroom. They will find the goal that matches their skill and hang it next to the goal on the wall. Next, the participants will work with others who have matched a part to the same goal, to put all the steps of the broken down goal in order.

Preparation:

1. On the attached pages are examples of broken-down goals.
2. Cut each goal into strips.
 - The facilitator should keep the slips of paper with the goal and hang them on the walls.
 - Each participant receives a strip of paper with a part of the broken-down goal.
 - Make sure that each participant gets a strip of paper.

Directions:

1. Distribute strips of paper to participants.
2. Ask participants to look at the goals hung around the classroom and find which goal is related to, or matches, the goal part written on their strip.
3. Once participants find their goal, they should stay at that location.
4. Participants work with others at the same goal location put the steps of the broken-down goal back in order.
5. After putting the goal in order, tell the participants that the child working on this goal is not making progress on the last step before the goal. What are their ideas for supporting the child's learning in this situation?
 - Guide the participants to further break down the step the child is stuck on.

Discussion:

1. Ask participants to identify which strategy was used to break down each goal: smaller amounts, with help, step-by-step, or logical order.

Key for subsequent charts:

- Cuts out shapes with curved lines: Provide help (teacher fades physical support)
- Prepare and serve food by pouring liquids into a variety of containers: Provide help (physical and verbal support)
- Sustains attention to age-appropriate task for 5 minutes: Smaller amounts
- Demonstrates an understanding of at least 8 different colors: Smaller amounts
- Says rhyming words: Logical order
- Resolves conflicts by using an effective strategy: Logical order
- Kicks a ball: Step by step
- Engages in conversation with peer for at least two exchanges: Step by step

Goal:
Cuts out shapes with curved lines.

Next step: Cuts out shapes with curved lines with teacher helping, as needed, during activity.

Next step: Cuts out shapes with curved lines with teacher helping child to hold paper for duration of activity.

Current skill level: Cuts out shapes with curved lines with teacher helping child to hold paper and guide scissors for duration of activity.

Goal: Prepare and serve food by pouring liquids into a variety of containers.

Next step: Pours liquids into a variety of containers with a verbal reminder from teacher to put one hand on each container.

Current skill level: Pours liquids into a variety of containers with a verbal reminder from teacher to put one hand on each container, and teacher's hands over child's hands.



Goal: Sustains attention to age-appropriate task for 5 minutes.

Next step: Sustains attention to age-appropriate task for 4 minutes.

Next step: Sustains attention to age-appropriate task for 3 minutes.

Next step: Sustains attention to age-appropriate task for 2 minutes.

Current skill level: Sustains attention to age-appropriate task for 1 minute.

Goal: Demonstrates an understanding of at least 8 different colors.

Next step: Demonstrates an understanding of at least 6 different colors.

Next step: Demonstrates an understanding of at least 4 different colors.

Current skill level: Demonstrates an understanding of at least 2 different colors.



Goal:
Says rhyming words.

Next step:
Says missing rhyming words.

Current skill level:
Participates in rhyming songs and games.

Goal: Resolves conflicts by using an effective strategy.

Next step: Negotiates a resolution (says, "I'll color with the crayon, you color with the marker," "You can have a turn in one minute," etc.).

Next step: Uses simple strategies to resolve conflicts (moves away from conflict, seeks adult help, etc.).

Current skill level:
Defends possessions (says, "That's mine," "I had that first," etc.).



Goal:
Kicks a ball.

Next step:
Makes contact with ball.

Next step:
Swings one leg back, then forward.

Current skill level:
Gets a ball and puts it on the ground in front of self.

Goal: Engages in conversation with peer for at least two exchanges.

Next step:
Exchanges more information with peer.

Next step:
Waits for peer response.

Next step:
Says age-appropriate statement to peer.

Current skill level:
Gets the attention of a peer.