



## DISCUSSION OF CLASSROOM SCENARIOS: FACILITATOR GUIDE

Below are some scenarios for the participants to discuss and possibly role play, in order to practice how they might use strategies for focusing children on learning goals 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 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 own 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/steps for the underlined comments or questions?   |
|----------------------------|---|---|---|
| Science Knowledge & Skills | During circle time, the teacher wants to teach children about the four seasons: fall, winter, spring, and summer. | <p><b>Teacher:</b> <u>This morning we are going to learn about the four seasons that make up our year. We are going to learn about this by looking at how trees change during the four seasons of the year and how we tell what season it is by the way a tree looks.</u></p> <p><b>During the lesson, a girl says,</b><br/>It's winter because there are no leaves!</p> <p><b>Teacher:</b> Yes, we know that the season is winter in this picture because there are no leaves on the trees. <u>In winter, it is very cold and the leaves fall off of the tree. Winter is one of the four seasons of our year.</u></p> <p><b>When it is time to clean up,</b></p> <p><b>Teacher:</b> <u>This morning we learned about the four seasons that make up our year. We learned that winter is cold and there are no leaves on the trees, then spring comes and the warmer weather helps the leaves to start growing back. During summer, the leaves are full and green and the weather is warm. Fall comes after summer. During fall the weather starts to get chilly again and the leaves change colors. We can tell what the seasons are by looking at the trees!</u></p> | <p><i>Setting the stage before the activity begins.</i></p> <p><i>Targeted statements to direct children's focus during the activity</i></p> <p><i>Providing wrap-up statements at the end of the activity.</i></p> |







## DISCUSSION OF CLASSROOM SCENARIOS

Below are some scenarios to discuss and possibly role play, in order to practice how you might use strategies for focusing children on learning goals in your own classrooms. 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.
  2. Scenario 2 and/or 3: Generate at least two statements/questions for specific strategies.
  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. 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/steps for the <u>underlined</u> comments or questions? |
|----------------------------|---|--|--|
| Science Knowledge & Skills | During circle time, the teacher wants to teach children about the four seasons: fall, winter, spring, and summer. | <p><b>Teacher:</b> <u>This morning we are going to learn about the four seasons that make up our year. We are going to learn about this by looking at how trees change during the four seasons of the year and how we tell what season it is by the way a tree looks.</u></p> <p><b>During the lesson, a girl says,</b><br/>It's winter because there are no leaves!</p> <p><b>Teacher:</b> Yes, we know that the season is winter in this picture because there are no leaves on the trees. <u>In winter, it is very cold and the leaves fall off of the tree. Winter is one of the four seasons of our year.</u></p> <p><b>When it is time to clean up,</b></p> <p><b>Teacher:</b> <u>This morning we learned about the four seasons that make up our year. We learned that winter is cold and there are no leaves on the trees, then spring comes and the warmer weather helps the leaves to start growing back. During summer, the leaves are full and green and the weather is warm. When the fourth season, fall comes, the weather starts to get chilly again and the leaves change colors. We can tell what the seasons are by looking at the trees!</u></p> |  |



