



## 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 for providing feedback 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 left column of the following Scenario 1 table.)
2. Scenario 2 and/or 3: Generate at least two statements/questions for specific strategies. (Some possible statements are provided in green italic in the left 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 the importance of noticing and responding to children's feedback and 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 providing feedback for the <u>underlined</u> comments or questions?
Social & Emotional Development	As the children put on their coats and transition to recess, the teacher hears a child tell her friend that there will be lots of room in the sand box today.	<p><b>Teacher:</b> <u>Jane, I just heard you tell Mary that you will both have lots of space in the sandbox today. Why do you think so?</u></p> <p><b>Child:</b> Fred and Max aren't here today and they always play there but they don't let us play.</p> <p><b>Teacher:</b> <u>What could you say to Fred and Max so that they might let you play in the sandbox? How can we fix this problem?</u></p> <p><b>Child:</b> We can tell them to take turns.</p> <p><b>Teacher:</b> <u>Yes, that is one way. Can you think of any other ways?</u></p> <p><b>Child:</b> We can ask them to share.</p> <p><b>Teacher:</b> <u>Yes, that's another way. I like how you're thinking of different solutions so that we can all enjoy the sandbox.</u></p>	<p>Asking child to explain her thought process</p> <p>Back-and-forth exchanges</p> <p>Encouraging efforts</p>



**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 for providing feedback that supports engagement and learning	Create teacher statements/questions for these strategies
Mathematics Knowledge & Skills	As the teacher sits with the children to have lunch, she notices a child making a pattern with his raisins and goldfish.	<p><i>Encouraging children's efforts</i></p> <p><i>Asking children to explain their thinking</i></p> <p><i>Back-and-forth exchanges</i></p>	<p><i>In response to child: I like how you made a pattern with your snack.</i></p> <p><i>Tell me about your pattern (child responds)... What kind of pattern is it? (another child response)</i></p> <p><i>In response to child: How did you come up with this pattern?... (another child response).... What comes next? ...</i></p>

Learning domain	Scenario 3	Strategies for providing feedback that supports engagement and learning	Create teacher statements/questions for these strategies
Approaches to Learning	As the teacher scans the room during free play, she notices that a child is trying to tie his shoelaces independently.	<p><i>Encouraging children's efforts</i></p> <p><i>Back-and-forth exchanges</i></p> <p><i>Prompting thought processes</i></p>	<p><i>In response to child: I see you working hard to tie those laces. You are so close! Keep up the good work!</i></p> <p><i>Do you practice at home? (child responds)...Who helps you learn this at home? (another child response)...</i></p> <p><i>Why do you think tying your shoes correctly is important?</i></p>



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# LEARNING ACTIVITY PROVIDING FEEDBACK

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Learning domain	Scenario 3	Strategies for providing feedback that supports engagement and learning	Create teacher statements/questions for these strategies
Approaches to Learning	As the teacher scans the room during free play, she notices that a child is trying to tie his shoelaces independently.	<p><i>Encouraging children's efforts</i></p> <p><i>Back-and-forth exchanges</i></p> <p><i>Prompting thought processes</i></p>	