

## TRAINING

## Game Sheet

*[Trainer]*

“We are going to play a little game throughout the training. As we finish each element, I’ll give you a scenario you will have to guess for which behavior it provides evidence. We’ll build as we go, so it will get a little harder as we add behaviors.”

“Let me give you a quick example. You’ll see there are simply numbers 1–10 on your scorecard. This is because, as we have learned, we have 10 elements. Each element has its own behaviors, **can anyone remind us how many behaviors *Time on Learning* has that we just learned?**”

*[A participant should answer, “2”]*

*[Trainer]*

“The example will describe a situation that include behaviors that can be considered evidence for the purpose of interpreting situations with the tool. If the case presents evidence for both behavior 0.1 and 0.2 then you would write both 0.1 and 0.2; or if it has only evidence for 0.1 you would just write 0.1. As we add more behaviors, you’ll write every behavior for which there is some kind of evidence. I’ll remind you again when we get through the next element. Are there any questions?”

*[Scenarios may show evidence of high quality or poor quality, and for one or more than one element.]*

“Don’t cheat or look at other participant scores! We will have prizes at the end for the winners of the game so do your best!”

## Scenarios

1. The teacher draws shapes on the board and then asks the class to draw the same shapes on their paper. Some children have their heads on the desk and others are laughing and playing with each other.
2. The teacher asks a child, “Can you tell me what materials I need to draw a picture?” The child answers, “Crayons and paper”. The teacher says, “Good, thank you.” The teacher then goes around the class to check if children have crayons for drawing. She gives crayons to groups of children who don’t have them. She sees a girl drawing and praises her by saying, “Such a pretty flower! Girls are good at drawing!”
3. “Great job lining up quietly!”, the teacher says as children line up in front of her. “Do you see the posters around the room? They say 1, 2, 3, 4. I am going to give you each a number. When you get your number, please walk quietly to the poster that your number on it”. As she gives children their number she says, “Children look at your classmate. He is using his fingers, so he doesn’t forget his number.”
4. The teacher draws on the board and says, “So here we have an apple. What shape is an apple?” The children say, “Circle!” The teacher asks, “What other things do you know that are a circle?” The children call out a variety of objects. While drawing on the board the teacher then says, “Great job! So, this is how we draw a circle, we make one mark and go all the way around without stopping until we come back to where we started.”

5. The teacher says, "We just read a story about the weather. Remember, the weather can be rainy, sunny, windy or snowy. Please look outside the window and draw a picture of the weather today. You have 10 minutes to complete the drawing. Ok, does everyone understand?" The children answer in unison, "Yes, teacher!" The teacher walks around the classroom to see the children's drawings. After 10 minutes, she says, "If you are done, you can write your name on the top of your paper in nice handwriting. If you have not finished, you may have 3 more minutes to complete your drawing."
6. A child comes to the front of the class to show his pattern of shapes. He reads the shapes in his pattern and says, "Circle, circle....square...square...". The teacher points and says, "This is a triangle, not a square. Triangles have edges." When the child finishes reading his pattern, the teacher says: "Our friend did a good job showing us his pattern. See, he repeated two squares, followed by two triangles. Does everyone understand?" The children all nod.
7. During art class, the teacher says, "today we will learn about mixing colors." The teacher shows the children some blue paint and says, "This is blue color paint. Now, if I add yellow color, what do you think might happen?" No one raises their hand. The teacher then says, "Ok then. Raise your hands if you think the color will still be blue." No children raise their hands. Then the teacher says, "Raise your hand if you think the color will be changed to yellow." Some children raise their hands. The teacher follows up and says to a child, "You did not raise your hand. What color do you think we will get when we mix the colors?" The child says, "I think we will get a new color. But I don't know what color." The teacher says, "Ok, let's try and mix the colors to see what happens."
8. "Who has played soccer before?", the teacher asks. A few children raise their hands excitedly. The teacher picks a child and says, "Can you explain to the class one rule in soccer?" The child says, "You must kick the ball with your feet." The teacher says, "Great! Can someone raise their hand and explain another rule?" Please raise your hand and do not shout out the rule. I will pick someone who is quiet and who is sitting up straight."
9. After finishing reading a story, the teacher says, "Now you should each draw a picture of something that happened in the story. Draw it very nicely because you will take this drawing home to show your family." He walks around the room as the children are drawing. While looking at one child's drawing, the teacher says, "Great job drawing the cat, you drew the whiskers and tail very carefully! The more you practice the better you'll get at it."
10. The class is talking about different jobs. The teacher says, "Turn and share with the friend sitting next to you what you want to be when you grow up." The teacher notices two children do not have partners, so he moves them to sit next to each other. After a few minutes, the teacher asks a child, "Can you tell me what your friend wants to be when she grows up?" The child says, that her friend wants to be a doctor. Another child says, "You can be a nurse, but doctors are boys." The teacher responds, "Anyone can be a doctor or a nurse. Let's remember how our words might make others feel and speak kindly."

#### Scores

1. 0.1, 0.2
2. 1.1, 1.3, 1.4
3. 1.2; 2.1; 2.2
4. 1.1; 2.3; 3.2; 3.4
5. 3.1; 2.1; 3.2 (instructions); 4.1 (even though L); 4.3
6. 1.3; 5.1; 4.1; 1.2; 5.2 (can good job be for 1.2 and 5.2? 5.2 would be low but as evidence)
7. 3.2 (instructions); 6.1; 6.2; 6.3
8. 3.3; 3.1 (implicit, but stated); 6.2; 6.3; 7.3; 7.2
9. 7.1; 4.2; 5.2; 1.2; 8.1
10. 9.1; 6.2; 9.3; 6.3; 8.3; 1.4; 9.2