



This guide walks you through presenting the ***Interest-Based Learning: Giving Children Responsibilities*** in-service suite. This in-service suite includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter PowerPoint slides (18)
- Optional Slide:
Video Example: *Star Friend*
- Projector and audio equipment
- Optional Learning Activities:
 - » *Video Review of Star Friend* (with slide)
 - » *Discussion of Classroom Scenarios*
 - » *Planning in Your Classroom*
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources
- Flip chart or similar large paper and markers for writing participant ideas.

BEFORE YOU BEGIN:

- The purpose of this presentation is to describe strategies for how teachers can engage children in classroom activities and routines by giving children more responsibilities in the classroom.
- This is one in a series of in-service suites on *Interest-Based Learning*.
- Three main strategies are discussed: offering meaningful roles, letting children lead, and encouraging children to help each other.
- The presentation includes video clips that illustrate examples of teachers using these strategies.
- As necessary, remind participants that anywhere examples and non-examples are used (e.g., Tips for Teachers) they are specific to the concepts being discussed. The non-examples may be appropriate behaviors in other circumstances.
- Optional learning activities offer participants opportunities to discuss and practice these strategies.
- Optional slides and learning activities are described in detail at the end of this document.



SLIDE 1: GIVING CHILDREN RESPONSIBILITIES

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves. For example, as an icebreaker participants may introduce themselves by sharing one personal responsibility they have in their everyday lives and one thing they have learned from taking on this responsibility.

Introduce the topic:

- *Giving Children Responsibilities* is an in-service suite that addresses the area of social and emotional support.
- The presentation includes video clips that illustrate examples of teachers using the three main strategies mentioned in the Before You Begin section of this document.



SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Introduce NCQTL:

- National Center on Quality Teaching and Learning.
- Framework for effective practice supporting school readiness for all children (House structure):
 - » Consists of four components for quality teaching and learning.
 - » All four components interact with each other and are essential for effective everyday practices for all children.
 - » This presentation fits into the foundation of the House.
- Connect NCQTL Framework to participant's everyday work:
 - » A visual way to provide the Head Start community with a framework for effective teaching practices in classrooms.
 - » A way to think about all the practices that support school readiness.
 - » A way to organize training and professional development.

SLIDE 2 CONTINUED ON NEXT PAGE.



- Introduce Social & Emotional Support:
 - » Research shows that teacher’s interactions with children are important for children’s social and academic development.
 - » When teachers create positive emotional relationships, organize the learning environment, and focus on cognitive and language development, children make greater gains that help them succeed in school and life.
 - » There are three broad blocks to the foundation, and we are talking about the area of social and emotional support. Specifically, *Giving Children Responsibilities* promotes children’s social development and learning.
 - » Classrooms that provide children with responsibilities promote prosocial behaviors. Responsibilities that encourage children to work together foster cooperation, sharing, and caring behaviors toward others in the classroom community.



SLIDE 3: OBJECTIVES

Outline objectives for presentation:

- Provide a definition of giving children responsibilities.
- Give examples and strategies for how teachers can provide children with more responsibilities in the classroom.
- Connect *Giving Children Responsibilities* to the Head Start Child Development and Early Learning Framework.
- Provide suggestions for teachers on how to improve their ability to provide children with responsibilities.



Giving Children Responsibilities

What does it look like?

- Teachers offering opportunities for children to have meaningful jobs in the classroom.

What does it NOT look like?

- Children having limited chances to lead or initiate activities.

SLIDE 4: GIVING CHILDREN RESPONSIBILITIES

What does providing children with responsibilities look like in the classroom?

- Creating activities that allow children to have meaningful jobs in the classroom.
- Involving children in meaningful ways in the daily life of the classroom. For example, offering children meaningful roles to support daily classroom operations, providing opportunities for children to lead activities, and encouraging children to help one another.

What does a classroom look like that does NOT provide children with responsibility?

- Teachers limit chances and do not encourage children to lead or initiate activities.

NOTE

Giving children responsibilities helps children develop feelings of competence and self-efficacy. Self-efficacy is a child's belief that her own abilities and characteristics help her to be successful. Children's sense of self-efficacy is related to motivation and learning, both of which are connected to school readiness.

OFFER MEANINGFUL ROLES

Provide real jobs for children during class activities.

For example:

During a small group activity in which the class is making their own play dough, the teacher assigns children to different tasks (i.e., Maria measures the ingredients, Anna stirs the mixture and Kevin adds the food coloring).



SLIDE 5: OFFERING MEANINGFUL ROLES

One way teachers can provide responsibilities involves offering children meaningful roles in the classroom. Teachers often do this by providing children with jobs during activities. For example, in this picture the teacher gives each child a unique role during this activity. One child is given the job of holding the bowl, while the second child is in charge of stirring the play dough. In this example, the teacher is encouraging the children to be active members in the classroom community and promoting teamwork. Additionally, these children are able to share this play dough with their peers at the completion of this activity. This is very different from the teacher making the play dough herself.

Another example:

During snack time, a teacher can assign a child to be on "bowl patrol" and ensure that everyone clears their plates in the trash before moving on to the next center.

DISCUSSION

Ask participants to share additional examples.




LET CHILDREN LEAD

Allow children to be the teacher and make decisions when appropriate.

For example:

During circle time/morning meeting, the teacher allows Mia to lead the class as they learn the days of the week.



SLIDE 6: LETTING CHILDREN LEAD

Another way teachers can provide responsibilities is to allow children to lead the class when appropriate. This example highlights a child who is guiding her classmates as they learn the days of the week. Giving children opportunities to lead activities allows children to feel competent and creates an environment where children feel safe to initiate and take responsibility.

Another example:

Each day after story time, the teacher allows a child a few minutes to read his/her favorite book to the class.

DISCUSSION

Ask participants to share additional examples.

ENCOURAGE CHILDREN TO HELP EACH OTHER

Facilitate moments in which children can learn from each other.

For example:

As the children transition from snack to book time, the teacher encourages children who are dual language learners to pair up and read books with peers who know English well.



SLIDE 7: ENCOURAGING CHILDREN TO HELP EACH OTHER

Finally, teachers can provide children with responsibilities by encouraging them to help others in the classroom. In this example, the teacher is very purposeful and pairs up children who can learn from each other, rather than asking them to read independently. Intentionally creating opportunities for children to work together fosters supportive peer relationships by promoting cooperation, sharing, and caring behaviors toward peers. Additionally, these opportunities help children develop the prosocial behavior of empathy. Empathy is children's ability to identify with the feelings of another person and respond emotionally in a similar way.

Another example:

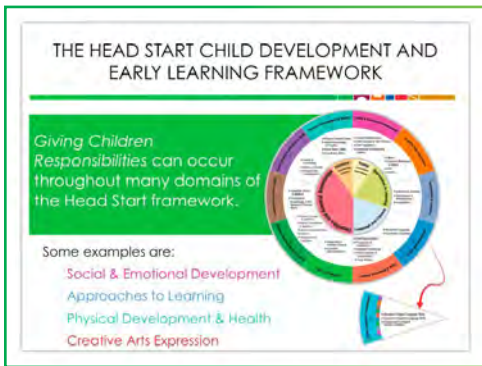
While cleaning up after center time, the teacher notices that a child is having difficulty putting away the toys in the right containers. She encourages two other children who also played in this center to help this child and reminds them how important teamwork is in the classroom.

Providing opportunities for children to work and learn together promotes children's social and emotional development.

DISCUSSION

Ask participants to share additional examples.





SLIDE 8: HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

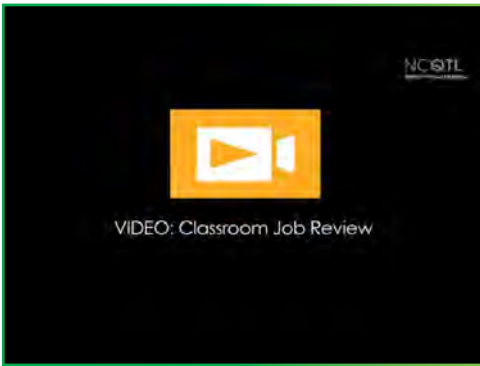
Giving Children Responsibilities can be connected to domains of the Head Start Child Development and Early Learning Framework including:

- Social & Emotional Development
 - » Providing children with responsibilities contributes to children's perception that they are capable of successfully making decisions and accomplishing tasks.
 - » Giving children responsibilities also supports children's ability to self-regulate their attention and behaviors. When children take responsibility for a task, they must follow the rules, routines, and/or directions to successfully complete their task/responsibility.
- Approaches to Learning
 - » Providing children with responsibilities in the classroom allows for opportunities for children to follow through on plans and attend to tasks that need to be done.
 - » Giving children responsibilities promotes prosocial behavior, through fostering cooperation among peers and teachers.

Many domains provide the context for children to take the lead:

- Physical Development & Health: Physical activities, such as Simon Says and Follow the Leader, provide opportunities for children to be in charge and lead the activity.
- Creative Arts Expression: Activities that provide a variety of materials that children can use for self-expression provide opportunities for children to take charge and lead their own activities.





Length of video: Approximately 1 minute and 20 seconds

SLIDE 9: VIDEO: CLASSROOM JOB REVIEW

Introduce the video.

Inform participants that this video shows a teacher reviewing classroom jobs as a transition activity. As participants view the video, ask them to write down the various jobs that children hold in this classroom.

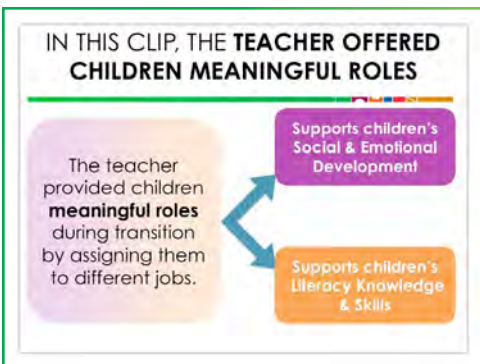
VIDEO 

DISCUSSION 

At the conclusion of the video have participants “turn and talk” with a partner to discuss the various responsibilities that come with each job in this video.

NOTE 

This video can be used to begin the conversation about various classroom jobs and how they provide opportunities for children to take responsibility in the classroom. This discussion can be extended by asking participants to share jobs that children hold in their classrooms and the responsibilities that these jobs provide.

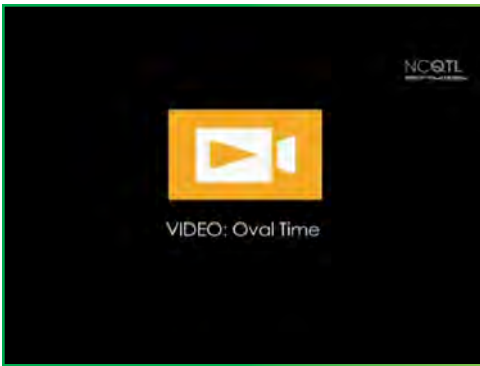


SLIDE 10: OFFERING CHILDREN MEANINGFUL ROLES

Highlight main points from the video clips related to providing children with meaningful roles:

- In this clip, the teacher offers children meaningful roles throughout the school day. Each child has an individual job that he/she is responsible for completing.
- During this transition, the teacher supported children’s Social & Emotional Development (fosters self-efficacy and allows children to be independent in a range of activities) and Literacy Knowledge & Skills (children read their names and the job they were assigned to, promoting their knowledge of print concepts).





Length of video: Approximately 1 minute and 20 seconds

SLIDE 11: VIDEO: OVAL TIME

Introduce the video.

Inform participants that this video shows a classroom during circle time/morning meeting.

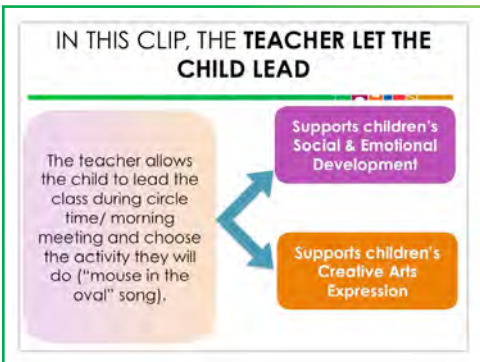
VIDEO

DISCUSSION

At the conclusion of the video have participants discuss the responsibilities that this child has during circle time/morning meeting. How is leading a large group activity a meaningful role for this child?

NOTE

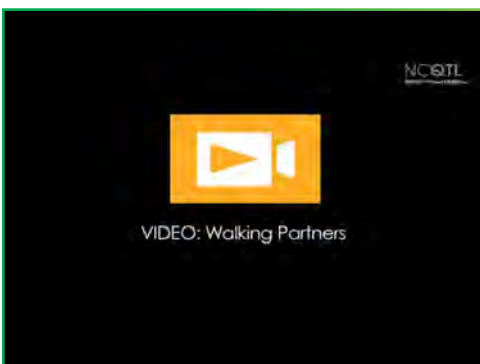
This video shares one example of how a child holds a meaningful role in the classroom. It is important to acknowledge that this video was not taken at the beginning of the school year, but instead after a strong foundation within the classroom community was in place. As participants think about responsibilities that are appropriate for children in their classrooms, remind them to consider the time of the school year, age of the children, and complexity of the tasks.



SLIDE 12: LETTING CHILDREN LEAD

Highlight main points from the video clips related to letting children lead:

- In this clip the teacher allows the child to lead the others during circle time/morning meeting.
- This clip also supports children's Social & Emotional Development (self efficacy), Creative Arts & Expression (the children used dance to express themselves), and Literacy Knowledge & Skills (the child held up names fostering print concepts).



Length of video: Approximately 43 seconds

SLIDE 13: VIDEO: WALKING PARTNERS

Introduce the video.

Inform participants that this is a video of a class during outdoor free-play where one child takes the lead to assist another child.

VIDEO

DISCUSSION

At the conclusion of the video ask participants to think about how this responsibility benefits both children in the clip. What skills are each of the children practicing and how does this support their development?



IN THIS CLIP, THE TEACHER ENCOURAGED CHILDREN TO HELP EACH OTHER

During outdoor time, the teacher sees a child help her classmate walk and encourages her to continue by saying "You're being such a good friend."

- Supports children's Social & Emotional Development
- Supports children's Approaches to Learning

SLIDE 14: ENCOURAGING CHILDREN TO HELP EACH OTHER

Highlight main points from the video clip related to encouraging children to help each other:

- In this clip, the teacher encourages the child to help her peer walk during free-play.
- This clip also supports children's Social & Emotional Development (friendship with peers) and Approaches to Learning (cooperates with others).

WHEN CAN I GIVE CHILDREN RESPONSIBILITIES?

- Teachers may give children responsibilities **throughout the school day** in many classroom activities including:
 - Centers
 - Small and whole group instruction
 - Meal and snack time
 - Transitions

SLIDE 15: WHEN CAN I GIVE CHILDREN RESPONSIBILITIES?

Opportunities to give children responsibilities can occur throughout the school day and in different activities including:

- Centers
 - » Children can assist with preparing centers for activities (e.g., filling up paint containers, bringing materials outside for outdoor centers).
 - » Encouraging children to share observations of peers who are being helpful and caring for friends.
 - » Child-initiated activities where children engage in their work and take responsibility for their learning.
- Small group and whole group
 - » Children lead activities, for example counting the children who are in attendance for the day.
 - » Children choose activities, for example selecting the music and movement song.
- Meals and snack times
 - » Children set out place setting materials.
 - » Children lead the conversation topics for the meal.
 - » Children assist with clean-up of their meal items.
- Transitions
 - » Children provide the cue for a transition to begin (e.g., ringing a bell, playing a song, providing verbal reminders to their peers).
 - » Children select and lead the transition activity (e.g., children call colors of clothing, a child draws names from a cup).

It is important to incorporate recurring and predictable opportunities for children to take responsibility in the classroom. Teachers who offer opportunities for children to have responsibilities in the classroom increase children's motivation and desire to learn.



IMPROVING PRACTICE

Teachers can videotape and watch a clip of their interactions with children during a lesson, focusing on whether and how often they provide children with responsibilities.

Watch "master teachers" in action.

SLIDE 16: IMPROVING PRACTICE

1. Videotape

Teachers can videotape and watch their classroom interactions. This can help them to observe moment-to-moment interactions with students and reflect on their practice.

Example: A teacher videotapes her interactions with a group of children during free play. She notices that a few children did not understand how to play hopscotch and realizes she could have encouraged those who did know how to play to assist those who didn't.

2. View "master teacher"

Another way to improve practice is to view examples of a more skilled teacher's interactions with students, either live or on video. Observing the master teacher's strategies can provide ideas for how to improve one's own practice.



SUMMARY

- Teachers give children responsibilities by:
 - **Offering meaningful roles** – Provide real jobs for children during class activities.
 - **Letting children lead** – Allow children to be the teacher and make decisions when appropriate.
 - **Encouraging children to help each other** – Facilitate moments in which children can learn from each other.
- Teachers provide children with responsibilities throughout the school day.
- Teachers improve the quality and frequency with which they give children responsibilities.

SLIDE 17: SUMMARY

Review strategies to give children responsibilities:

- 1. Offer meaningful roles:** Provide children with real jobs during various classroom activities.
- 2. Let children lead:** Allow children to be the teacher and make decisions when appropriate.
- 3. Encourage children to help each other:** Facilitate moments when children can learn from their peers.

Giving children responsibilities can occur throughout the school day including:

- Centers
- Small group and whole group
- Meals
- Transitions

Teachers can improve practice by:

- Videotaping
- Watching “master teachers”

HANDOUT

Based on the participant roles:

- Distribute and review *Tips for Teachers* handout. This tip sheet provides multiple strategies that teachers can use, and examples of what these strategies look like in the classroom.
- Distribute and review *Tools for Supervisors*. This guide provides strategies for coaches, mentors, or supervisors to use to help teachers enact change in their practice.
- Distribute the *Helpful Resources* handout and review key resources.
- You may also complete the optional learning activities described below, including *Video Review*, *Discussion of Classroom Scenarios*, and *Planning in Your Classroom*.






For more information, contact us at: NCQTL@UW.EDU or 877-731-0764
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SLIDE 18: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.



OPTIONAL LEARNING ACTIVITIES

The following three learning activities can be done at the end of the presentation. *Star Friend Video Review* and *Discussion of Classroom Scenarios* offer participants an opportunity to review the three strategies discussed in the in-service suite. *Planning in Your Classroom* is designed for participants to develop a follow up plan for applying the strategies to their own classroom.

OPTIONAL



LEARNING ACTIVITY: VIDEO REVIEW OF STAR FRIEND

The *Video Review of Star Friend* learning activity can be used to discuss strategies that teachers use to provide children with responsibilities. This video shows an example of a class during morning meeting/circle time. The teacher allows children to have meaningful roles and encourages them to help each other.

Refer to the *Video Review of Star Friend: Facilitator Guide* handout for specific details.

HANDOUT

Distribute the *Video Review of Star Friend* handout. Review directions.

Introduce the video.

Explain that the teacher is conducting morning meeting/circle time.

OPTIONAL SLIDE

Show the optional video slide *Star Friend*. Participants to record examples of observed strategies as they watch the *Star Friend* video.

Strategies: Participants discuss examples of strategies they observed in the video in the large group or share back after discussion in the smaller groups.

Connecting strategies to domains: Participants share examples of domains and domain elements from the Head Start Child Development and Early Learning Framework they observed being supported in the video.

Participants discuss examples directly in the large group or share back after discussion in the smaller groups.

OPTIONAL



LEARNING ACTIVITY:

DISCUSSION OF CLASSROOM SCENARIOS

This learning activity provides an opportunity for participants to practice how they might use strategies to provide children with responsibilities.

This activity offers four options: identifying strategies, generating statements/questions, creating a script, and role play. The facilitator may use any number and combination of the four options.

Refer to the *Discussion of Classroom Scenarios: Facilitator Guide* handout for specific details.

NOTE

If you have a large group, consider dividing participants into smaller groups for this activity.

HANDOUT

Distribute the *Discussion of Classroom Scenarios* handout and review directions:

- Each group completes the assigned activities depending on the chosen option(s).

DISCUSSION

Have small groups share back with the larger group.

For the role-play option:

Encourage participants to comment based on their assigned role of teacher, child, or observer.

Possible questions to ask:

- What did you notice the teacher doing?
- How did the children respond?
- In what other ways could a teacher use this strategy?

OPTIONAL



LEARNING ACTIVITY: PLANNING IN YOUR CLASSROOM

This learning activity provides an opportunity for participants to develop a plan for how they might give children responsibilities in their own classrooms. Refer to the *Planning in Your Classroom: Facilitator Guide* handout for specific details.

NOTE

If you have a large group, consider dividing participants into smaller groups for this activity.

HANDOUT

Distribute the *Planning in Your Classroom* handout to participants and review directions:

- Each group completes the assigned activity.

DISCUSSION

Have small groups share back with the larger group.