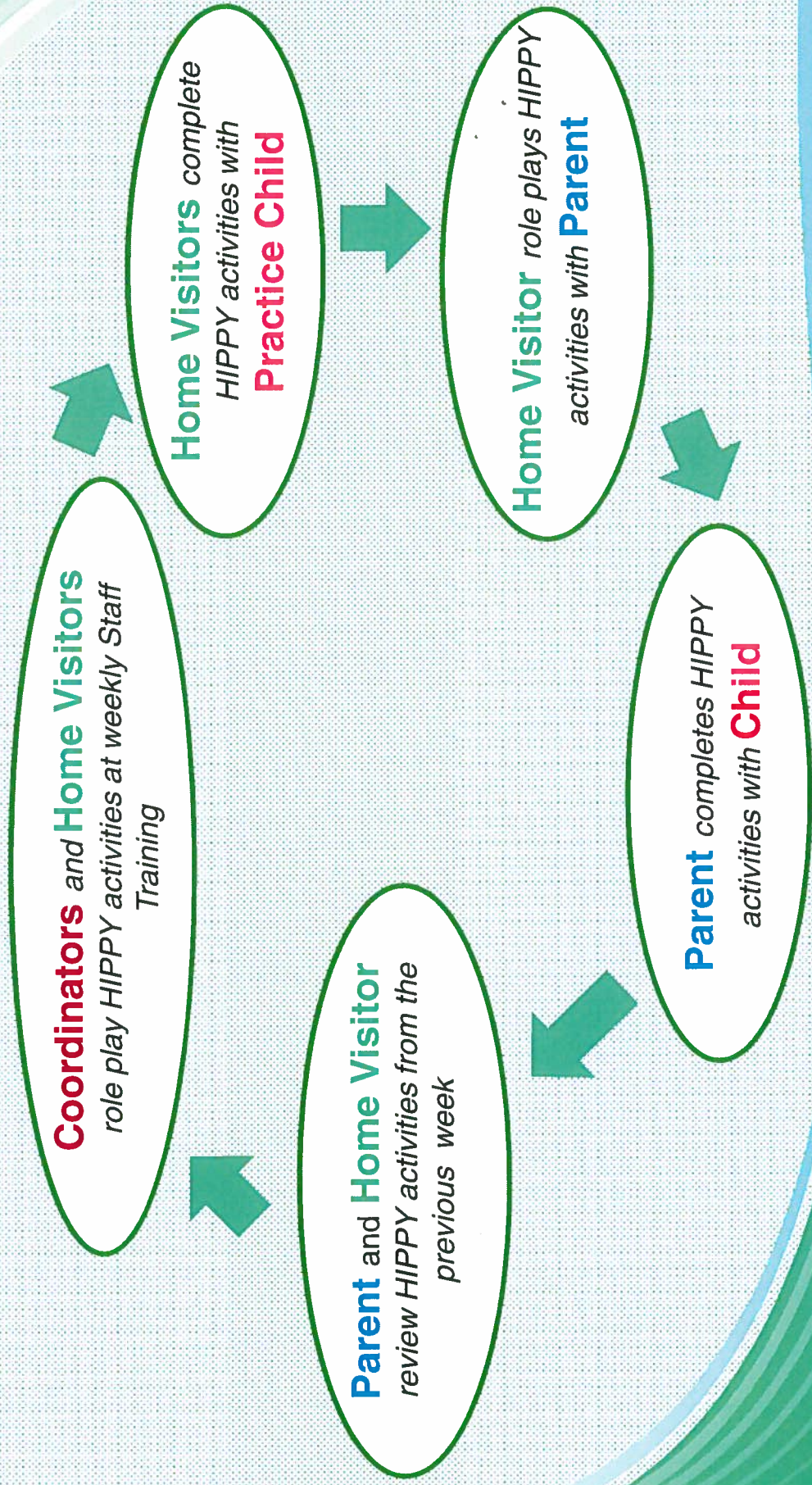


The Role Play Cycle



Sample Packet: *Frequently Asked Questions*

What is a sample activity packet?

A sample activity packet is quite simply an activity packet the pieces are cut out and the props are ready for home visitors and parents to role play for the week. Notes, reminders and objectives should be written on the sample to jog the memory and provide information to share with parents during the home visit.

How do I use a sample packet?

Role play using the sample activity packet by actually moving and handling game pieces and other manipulatives. This provides hands-on experience with how to use the materials before actually completing the activity with the child.

Do I need a sample activity packet for each week of the curriculum?

One sample activity packet is needed for each week of the curriculum. Each week is different and requires different props. The "cut outs" are also props that may be required for a particular activity. These props and cut outs together make a sample packet.

Who makes the sample packet?

Making the sample activity packet is part of the home visitors every week before meeting with parents. Coordinators should make an "office sample" to be used every week during role play.

Should the sample include coloring, marking or writing?

The sample packet should not include the "answers".

Why can't I use my child's packet as the sample?

- Your child's work is their own and he or she should have the opportunity to keep it, reuse it and show it to other family members.
- A clean sample packet avoids setting expectations or standards for what a child's work "should" look like. Every child's work is to be valued for itself.
- As your child completes the packet each week, they cut, color, glue and use up much of it. This makes it impossible for the manipulative pieces to be used effectively during the home visit.
- The role play is less effective and feels unnatural if all the answers are written out.

Are there variations of the standard activity packet?

Various sites have been quite creative in their use of the sample packet. These variations were developed because the coordinator felt that the home visitors or families being served needed additional hands-on experiences with the HIPPIY curriculum. Some variations include:

- Putting a clear plastic sheet protector over each page as it's being role played and marking it as a child would.
- Extra copies of specific pages are made so that paraprofessionals and/or parents can experience an activity completely by coloring, cutting and pasting.

When should a sample activity packet be made?

Sample activity packets should be assembled and ready to use prior to the first home visit of the week

KEYS to Successful Role Play

- 1. Review the tips in the activity packet.** This is done prior to roleplaying the activities. Although role playing as a home visitor working with a parent is the most effective method. Tips may be read.
- 2. Use a sample packet to role play.** Use the current week's Sample Packet to instruct parents during home visits. Home visitors provide parents with an unused packet at the end of the visit.
- 3. Take turns taking the role of "parent" and "child".** See Role Play Standard One, Implementation Guidance "k" and "l" for options in how to implement.
- 4. Answer spontaneously when playing the child.** The "child's" answers should represent what a child of that age might say. This will assist the parent in anticipation their child's response.
- 5. Model all activities.** If the script reads get up and bark, the person playing that role should get up and bark. Let the "inner child" come out! Remember that enjoyment is contagious!
- 6. Read the directions (*contained in parentheses*) silently before beginning the role play when assuming the teacher/parent role.** Reading instructions aloud often gives away the answer or lessens the anticipation or surprise factor in a lesson. All actions should support the child having esteem for their parent in the role of teacher.
- 7. Read the "script" to the child.** Information to be said to the child appears as bold letters in the activity packet. This is read aloud without skipping any parts. Changes to the narrative can cause the concept being taught to be lost or confusing to the parent.
- 8. State the potential response, which follows a hyphen, regardless of the "child's" answer.** If the child provides a different but correct answer, the child's answer should be repeated along with the anticipated response. HIPHY teaches through repetition, as well positive affirmation. This techniques serves to develop self-motivated learners.
- 9. Never tell the child "No" or that they are wrong.** If they answer incorrectly, just state the correct answer. This technique creates a positive learning environment , as well as encourages the child's self-esteem and thirst for knowledge. Be careful with non-verbal communication, such as a shake of the head or the absence of a nod., which still tells the child that he/she is wrong.
- 10. Provide the child with periodic praise.** For example, praise should be given at the end of an activity to acknowledge effort (i.e., "You worked very hard today," "I like the colors you used in your drawing.") Note: Praise given for each answer or too often, becomes meaningless.
- 11. Provide the title, author and illustrator** at the initial reading of each story book. This practice further expands the child's literacy development and is a standard "reading aloud" skill.
- 12. As the parent to identify words in the story book that may be unfamiliar to their child.** This allows the parent to obtain assistance in a manner that maintains their dignity by pointing to words they are unable to pronounce and/or for which they need a definition. It is crucial that all staff know how to pronounce and define all words in an activity packet or storybook.



confirm

When the child **Responds** and the answer is **Correct** (matches the anticipated response listed in the activity packet), the parent **Repeats (Confirms)** the answer.



complete

When the child **Responds** with part of the correct or alternate correct answer, the parent **Repeats** the child's answer and **Completes** by providing any missing details (i.e. sentence versus one word).



correct

If the child has **No Response** or says “I **don't know the answer**” or **Gives an answer that does not fit the question**, the parent will **Correct** by only saying the anticipated response