



Learning Activity: Role Play as Educator and Coach

Basket 1: Exploring with Video

Instructor Overview: Role play is often suggested and rarely used. It is a useful strategy to help learners adopt various perspectives and step into roles they may not be as familiar with. The interactions are usually rich and meaningful if a little uncomfortable at first. Go over community agreements to help establish a learning space where learners can take risks, be vulnerable, and explore what it means to be an effective teacher. Encourage your learners to be brave, have fun, be curious, and compassionate. These are all important skills to practice as you move into watching and discussing videos of your learners' and educators' own practices. This is an introductory activity that is further built on in *Basket 2 Honing Our Practice*.

Purpose: This learning activity is an opportunity to adopt the perspective of a coach and an educator to provide and receive formative feedback.

Materials:

Videos

Cognition	Social Emotional	Literacy
♥ Exploring Bones	♥ Calming Body Down	♥ Learning Is Not About Getting It Right
♥ How Did I Get Green?	♥ High Quality Learning Environments	♥ Novel Word, Brainstorming (AIAN)
♥ Connecting previous learning, culturally appropriate materials (AIAN)	♥ Clear Behavior Expectations (AIAN Classroom)	♥ Phonological awareness, encouraging, Connecting previous learning (AIAN)
	♥ Activity simplification, environmental support, adult support, task directions (AIAN)	

Handout: *Providing Formative Feedback Notes*

Time: Time will vary depending on the size of the group and your strategy for sharing out. Approximately 60 minutes. Allow enough time for learners to watch the video multiple times (at least three).

Delivery: Online or in-person, synchronous. Needs to be done synchronously. If meeting online, you can use



break out rooms in your video conferencing tool. If in-person, pair up your learners. You can “flip” this activity by having partners choose and watch videos and take some notes from the two different perspectives (online or in-person) prior to the synchronous meeting where they watch it one time together and then proceed with the coaching session. You can also do the entire activity together synchronously. You will just want to pre-select and assign a pair of videos for each pair of learners ahead of class meeting and allow sufficient time for watching the videos before they start their coaching session. This activity is best done with low-stakes and used by instructors to elicit their learners’ ability to adopt different perspectives, provide and receive formative feedback, and prepare to discuss videos of their own practice.

Procedure:

- Participants work in pairs, taking on the roles of both coach and educator.
- Participants each select a video.
- Educator-Coach pairs watch the video together.
- In the educator role, learners talk about their focus, what they see that went well, and what they wonder about, and what goals they may have.
- In the coach role, learners provide formative feedback to the educator including positive observation, connection to content knowledge, suggestion for alternative practice, wonder, and encouragement to continue learning and practicing.
- This can be conducted as a free flowing conversation that includes all of the elements described for each role.
- Reflect as a whole group on what worked, suggestions for improvement, how it felt being in the two roles, and what they learned.



Educator Notes

Educator: _____

Coach: _____

Video title: _____

What was your focus?

What went well?

(provide time code and description)

What do you wonder about?

What goal might you have after watching this?



Providing Formative Feedback: Notes

Educator: _____

Coach: _____

Video title: _____

Focus: _____

Positive observation:

Connection to content:

(coursework, what you know about child development, cultural practices, teacher practices, or your own direct experiences)

Alternative practice:

Wondering:

Encouraging end:

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