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# Learning Guide 1.4a Interaction- Take Action

## **Objectives**

* Understand and practice interacting and responding appropriately to nonverbal and verbal cues of infants, toddlers, and preschoolers.
* Understand and practice evaluating the effectiveness of the interaction and response.

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| **Related Content:** [Module 1, Lesson 3 Take Action](http://rpm.fpg.unc.edu/module-1-interaction/lesson-3-take-action)**Instructional Method:** Role-Play**Level:** Intermediate**Estimated Time Needed:** 10 min. instructor preparation; 25 min. learner activity |

## **Description**

This activity will allow learners to role-play scenarios where they must observe verbal and nonverbal cues of a child and respond contingently. Learners will also be given the chance to engage in reflection with a peer to evaluate the effectiveness of their interactions.

## **Materials/Resources**

* Cue cards (cut out)
* Learning Guide 1.4a Activity Handout

## **Facilitator Instructions**

1. Divide learners into groups of two and pass out two cue cards face down.
2. Give directions:
	1. Choose a role – child or practitioner. Learner playing the role of the child can read the first cue card and share the child’s age with the learner playing the role of the practitioner.
	2. Learner playing role of child will act out the cue (verbal, nonverbal, or a combination) from cue card.
	3. Learner playing role of practitioner will respond to the child’s nonverbal and verbal cues, interests, and attempts to interact.
	4. Switch roles and repeat with the second cue card.
	5. Have partner teams trade cue cards for more practice.
3. Learners will reflect individually using Learning Guide 1.4a Activity Handout.
4. Learners will share with larger class reflections on the interaction and any resulting confusions.

## **Suggested Assessment**

**Performance Indicator:** Learners will be able to appropriately **respond** to a child’s nonverbal and verbal cues, interests, and attempts to interact.

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| **If the learner…** | **Then provide feedback…** |
| responds to the “child’s” cues inappropriately | that helps the learner to focus on the nonverbal and verbal cues, interests, and attempts to interact |
| is unable to effectively reflect on their practice | to guide the learner to think about how their practice (responsive interaction) will affect child outcomes |

## **Distance Learning Tips**

NOTE: This activity is ill-suited for distance learning classes. See Learning Guide 1.4b for an alternate activity.

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| **Directions:** Cut out cue cards along dotted lines. |
| **Child age:** Infant**Cue:** [babbling] “Mah, mah, mah” | **Child age:** Toddler**Cue:** Stomp feet and yell “No!” | **Child age**: Preschooler**Cue:** [angry voice] “I don’t want that one!” | **Child age:** Toddler**Cue:** [pretend to put a scarf over your head] “Look at me!” |
| **Child age:** Toddler**Cue:** Reach hands up | **Child age:** Preschooler**Cue:** [Pretend to stack blocks] “Look how high it is!” | **Child age:** Infant**Cue:** Pretend to reach for a toy out of your reach | **Child age:** Preschooler**Cue:** [pretend to turn pages in a book] “Humpty Dumpty” |
| **Child age:** Preschooler**Cue**: Point and cry | **Child age:** Infant**Cue:** Cover eyes and uncover and smile  | **Child age:** Toddler**Cue:** Pretend to try to open a container and get frustrated. | **Child age:** Infant**Cue:** [point to window] “bah, bah, bah!” |
| **Child age:** Infant**Cue:** Yawn and rub eyes | **Child age:** Toddler**Cue:** [Pretend to turn pages in a book] “Look! Train!” | **Child age:** Preschooler**Cue:** [pretend to dig in the sand] “Dig, dig, dig.” | **Child age:** Toddler**Cue:** “Look, look!” then pretend to hop over an object.  |
| **Child age:** Toddler**Cue:** [pretend to pick up a bug from the floor] “I found a ladybug!” | **Child age:** Preschooler**Cue:** “I’ll be the doctor and you be the doggy.” | **Child age:** Infant**Cue:** [stand shakily and then pretend to fall down] “Uh-oh!” | **Child age:** Preschooler**Cue:** “Why do we have to eat broccoli?” |

## **Learning Guide 1.4a Activity Handout**

**Name(s):**

**Date:**

**Directions:**
Use the cue cards to engage in role-play scenarios to practice interacting and responding appropriately. When finished, use the following questions to reflect.

1. Did you feel comfortable engaging in appropriate, contingent responsive interactions? Why or why not?
2. What surprised or confused you when engaging in responsive interactions?
3. How do you predict your practice with young children will change after having learned more about appropriate, contingent, and responsive interactions?