



- LEVEL 1 Introduction
- LEVEL 2 Steps to writing observation
- LEVEL 3 What to observe
- LEVEL 4 why make observations
- LEVEL 5 Record essentials
- LEVEL 6 Kinds of records
- LEVEL 7 Interpretation & forward planning

WINNER!!!

Game for writing observation

MATERIALS NEEDED:

1. GAME BOARD
2. DICE
3. COUNTERS
4. LEVEL QUESTION CARDS
5. INSTRUCTIONS: the facilitator gets the class to form groups of 6 each. Each group is given the above materials to begin playing the game. The game has 7 levels from start to finish. To win the game the group has to finish all the 7 levels.

Each level is designated with a coloured star on the board. For eg blue star level 1. Each level has a number of steps to reach it. Each step has a q card for it. The q card has a question that the player needs to answer. To reach level 1 the players have to roll their dice to acquire the no of steps to the star. For example. The first player rolls and gets a six. That is invalid as there are only 2 steps to the 1st level. When the player acquires a 1 he can begin the game. Each player only gets one turn. They cannot jump straight to forward levels without answering previous q cards. So they must roll out the exact no of steps to the level on the dice. Players will take turns to get this right.

When a player gets the correct no, he will move his counter to the space and open the level question card and answer to the rest of the group. The players have to move forward only after each level has been achieved by answering the question cards.

For eg: first roll..player 1 rolls out a 1, answers the q card. Player 2 rolls out a 2 she answers the question card correctly..the group has achieved level 1. They all move their counters to LEVEL 1 blue star.

They will start from the 3rd player here to roll the dice again counting steps to next level. Level 2 has 3 steps. The same will be repeated for each level till all the levels are achieved to finish the game.

The group that finishes all the 7 levels first will be the winner.

LEVEL 1

1. What is observing
2. What is recording

LEVEL 2- steps to writing an observation

- First watch and observe
- Listen
- Reflect and Interpret
- Plan your Experiences

LEVEL 3- what to observe

- How a child responds to routines
- Transition times, quiet, active time
- How and what materials they use
- How does a child interact with other children
- How does he interact with other teachers
- Where the child plays in the classroom
- How a child uses language
- Mood and temperament
- How a child moves
- Roles that the child takes on (leader/follower)

LEVEL 4- why make observations

- One of the major purposes of observing the child is to gather information that will enable the teacher to structure classroom experiences to better meet the child's needs. The following techniques may be used to adapt classroom activities to needs identified through observation.

LEVEL 5- Record essentials

- Name of child
- Age
- Time of observation
- Setting of observation
- Date of Observation

LEVEL 6- kinds of records

- Anecdotal record – detailed
- Photos or audio
- Visual display of artwork
- Daily journals, reflections
- Objective and subjective observations

LEVEL 7- interpretation and forward planning

- Evaluating children's observations allows us to identify the children's strengths, interests and opportunities for further development. Interpreting an observation is not just writing a summary of a child's development, you are interpreting developmental skills, capabilities, potential, emerging interests and preferences. This is how you will then be able to plan future appropriate experiences, activities and environments.

LEVEL 1 QUESTION CARDS

<p>LEVEL 1- Q 1</p> <p>What is observing?</p>	<p>LEVEL 1 Q-1</p> <p>What is recording?</p>
---	--

LEVEL 2- STEPS TO WRITING AN OBSERVATION

<p>LEVEL 2- Q1</p> <p>First watch and observe</p> <p>Give examples</p>	<p>LEVEL 2- Q2</p> <p>Listen</p> <p>Give examples</p>
<ul style="list-style-type: none">• LEVEL 2 –Q3• Reflect and Interpret <p>Give examples</p>	<p>LEVEL 2 – Q4</p> <p>Plan your Experiences</p> <p>Give examples</p>

LEVEL 3 –CARDS- . what to observe

<p>LEVEL 3 –Q1 How a child responds to routines Give examples</p>	<p>LEVEL 3 –Q2 Transition times, quiet, active time Give examples</p>
<p>LEVEL 3 –Q3 How and what materials they use Give examples</p>	<p>LEVEL 3 –Q4 How does a child interact with other children Give examples</p>
<p>LEVEL 3 –Q5 How does he interact with other teachers Give examples</p>	<p>LEVEL 3 –Q6 Where the child plays in the classroom Give examples</p>
<p>LEVEL 3 –Q7 How a child uses language Give examples</p>	<p>LEVEL 3 –Q8 Mood and temperament Give examples</p>
<p>LEVEL 3 –Q9 How a child moves Give examples</p>	<p>LEVEL 3 –Q10 Roles that the child takes on (leader/follower) Give examples</p>

--	--

LEVEL 4

LEVEL 4- Q1 To gather information- give examples	LEVEL 4 Q-2 To understand student experience- give examples
LEVEL 4 – Q 3 To modify parts of learning experience, To develop a forward plan for students - give examples	

LEVEL 5

LEVEL 5 Q 1- what are a few things u must have in the recorded observation?	LEVEL 5 Q2- What should the setting of the observation be?
LEVEL 5 Q3- can observations be done randomly?	

LEVEL 6

vi. kinds of records

<p>LEVEL 6 – Q1-</p> <ul style="list-style-type: none">• Anecdotal record – detailed give examples	<p>LEVEL 6 – Q2-</p> <ul style="list-style-type: none">• Photos or audio. How can you observe using these methods?
<p>LEVEL 6 – Q3</p> <p>Visual display of artwork. How will you use this as a method of observation?</p>	<p>LEVEL 6 – Q4-</p> <ul style="list-style-type: none">• Daily journals, reflections <p>Give examples</p>
<p>LEVEL 6 – Q5-</p> <ul style="list-style-type: none">• Objective and subjective observations . give examples.	

LEVEL 7

<p>LEVEL 7 Q 1 What are the essential elements of an observation that are required for a clear interpretation?</p>	<p>LEVEL 7 Q2 Which are the developmental domains that need to be interpreted?</p>
<p>LEVEL 7 Q3 Why is it important to interpret the recorded observation?</p>	<p>LEVEL 7 Q4 Do you need to interpret interests, potential and child preferences? Give examples.</p>
<p>LEVEL 7 Q5 How can you use the interpretation further to better your classroom learning?</p>	<p>LEVEL 7 Q6 State an example of a forward plan.</p>