

ROLE

Relating Objectives for Learning to Education
Rules of the Game

In planning for efficient and effective achievement of educational OBJECTIVES, it is necessary to consider the following:

LEARNING METHODS to be used to accomplish the OBJECTIVES. ROLE RELATIONSHIPS, between student and teacher, whether child or teacher directed. The difference is primarily who makes the decision about the learning activity.

SETTINGS or environments in which LEARNING METHODS will be accomplished.

For each of these three categories there is a deck of cards:

OBJECTIVES—blue cards

LEARNING METHOD—grey cards

SETTINGS—yellow cards

The game is planned to be played by a group of 3-5 people. To begin, each player individually selects, from the listing inside the sheet, no more than 4 OBJECTIVES which seem to him to be the most important. Brief notes should be made justifying each choice. After each player has made his choices the individual lists are pooled, and the corresponding OBJECTIVE cards are pulled from the deck. OBJECTIVE cards are arranged, face up, so that they can be seen by all players. Through negotiation the group must choose from these no more than 4 cards, with the additional constraint that these 4 must be able to be incorporated into a single, unified educational program. Players are urged to forcefully support their individual choices, even if other members did not make the same choice, until they persuade or are persuaded by others that an OBJECTIVE should or should not be included in the final four. This may require considerable discussion. Time should be limited to about 20-30 minutes. When consensus is reached, the group should record its choices.

Use the GAME RECORD sheet to report each of your choices. Next as a group examine each OBJECTIVE individually and select LEARNING METHOD cards which identify strategies for accomplishing each OBJECTIVE. (You should work through each OBJECTIVE completely before starting the next one.) Some METHODS may relate to more than one OBJECTIVE. Choose at least one but not more than 4 METHODS for each OBJECTIVE. The next step is to qualify each of the LEARNING METHODS, whether teacher directed (TD) or child directed (CD) that will accommodate the original OBJECTIVE.

Combining these two elements—OBJECTIVES and LEARNING METHODS—you should choose a physical SETTING conducive to fulfilling the requirements for each OBJECTIVE which will best accommodate your intentions.

Your completed GAME RECORD now contains the necessary components to fulfill your planned educational program.

ROLE RECORD SHEET

OBJECTIVES	METHOD	TD/CD	SETTING
1			
2			
3			
4			

Developing Self Actualization

Developing Motor Skills

Involving Parents in the Educational Experience

Learning By Discovery

Encouraging a Sense of Trust

Achieving Intra—Sensory Integration

Developing Social Awareness

Providing a Sense of Achievement

Developing Technical Skills

Developing Memory Skills

Developing a Sense of Reality

Constructive Use of Fantasy

Reinforcing Positive Self—Image

Developing a Sense of Confidence

Developing Communication Skills

Developing Concept Formation

Developing Tolerance of Differences

Encouraging Group Interaction

Reinforcing Sense of Effectiveness of the Individual

Developing Cognitive Skills

Developing Self—Regulation

Learning by Discrimination

Learning by Conditioning

Developing Social Competence

Developing a Sense of Responsibility

Channeling Basic Biological Drives Constructively

Developing Language Fluency

Developing Concentration

Learning Through Execution

Developing Persistence Toward a Goal

Developing / Encouraging Resourcefulness

Developing Initiative and Spontaneity

Encouraging Self—Expression

Developing Introspective Skills

Developing Motivation for Learning

Encouraging Student's Sense of Community Identity

Developing Problem Solving Skills

Stimulating Curiosity and Imagination

Developing Perceptual Acuity

Learning By Example

Role Play / Simulation

Nongraded Classes

Parent Participation

Lecture / Demonstration

Graded Grouping

Remedial Workshops

Student Participation

Self - Presentation

Field Trips

Small Group Discussion

Voucher System

Direct Experience

Contract Teaching

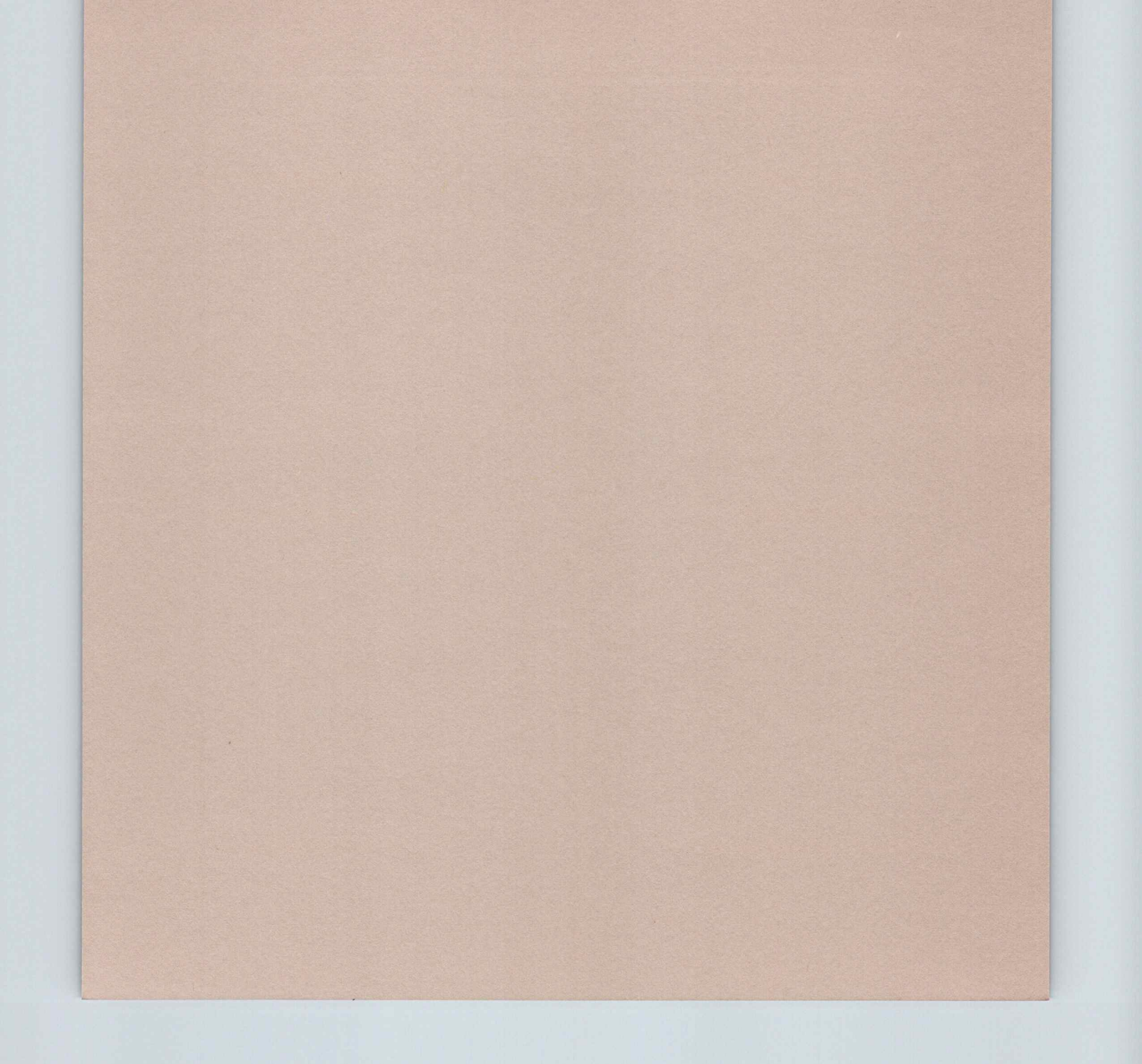
Team Teaching

Audio—Visual Aids

Competition

Parent - Teacher - Student Integration

Group Problem - Solving



Homework

Individualized Instruction

Paraprofessionals

Community Resources

Community Involvement

Peer Counseling

Self - Directed Activities

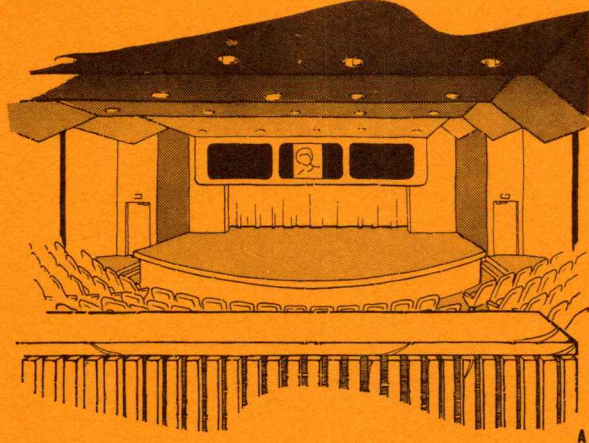
Structured Classroom

Independent Study

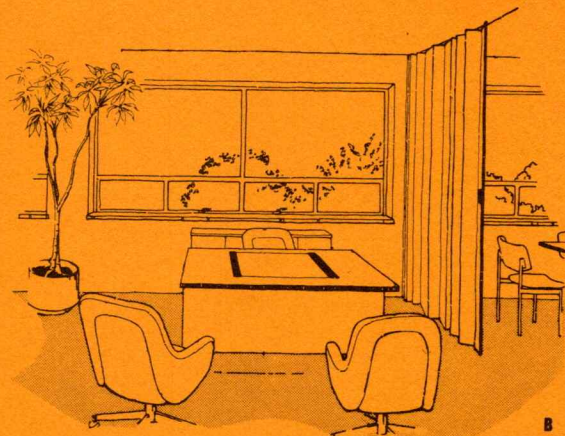
Evaluation and Testing of Students

Open Classroom

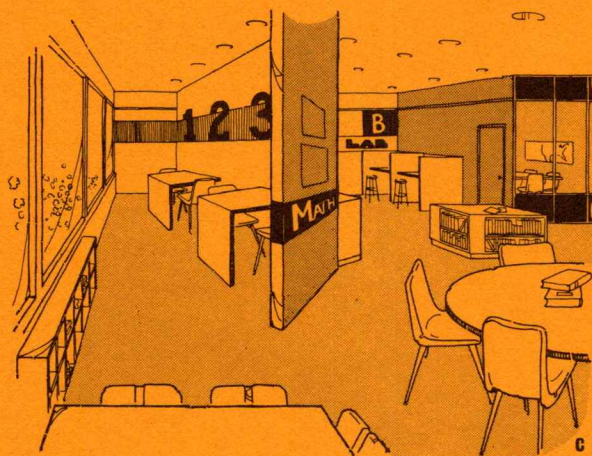
Programmed Instruction



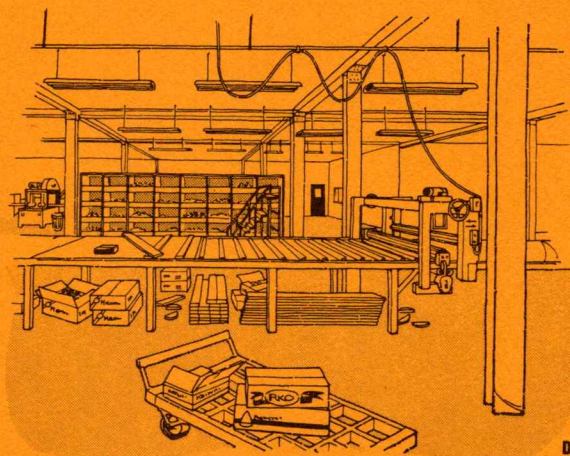
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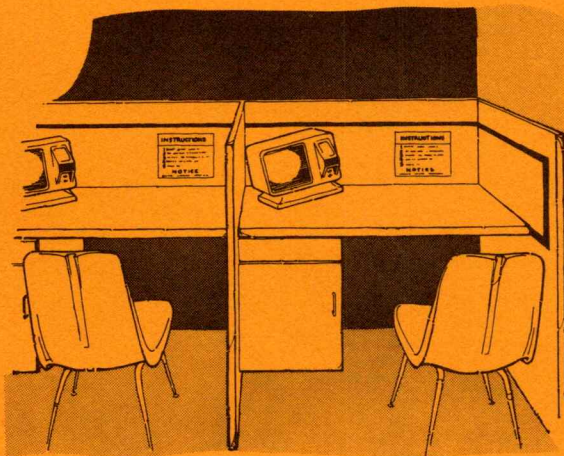
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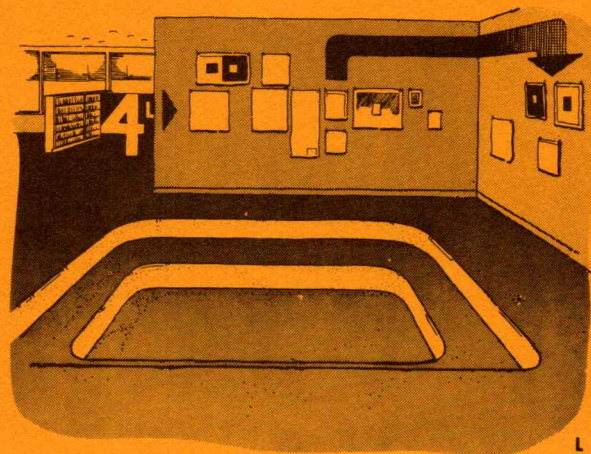
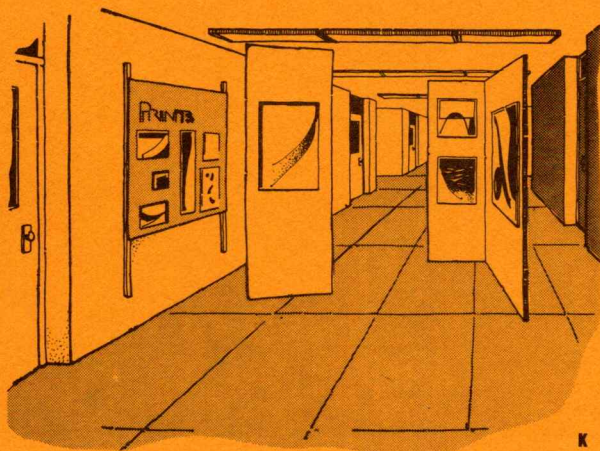
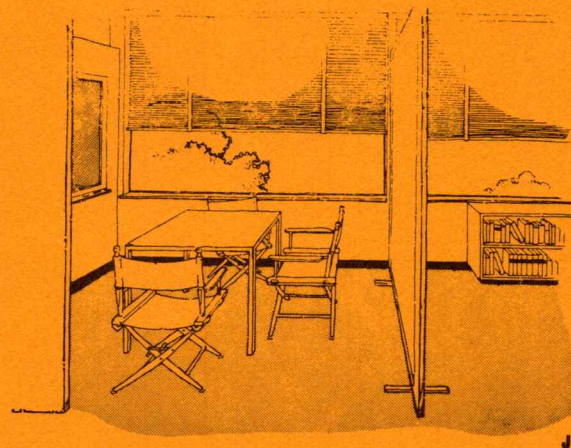
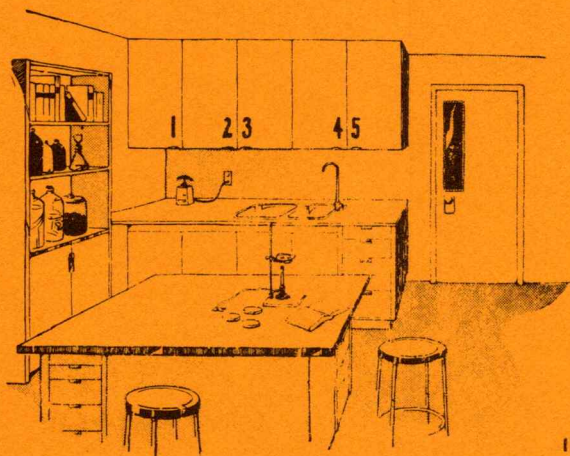
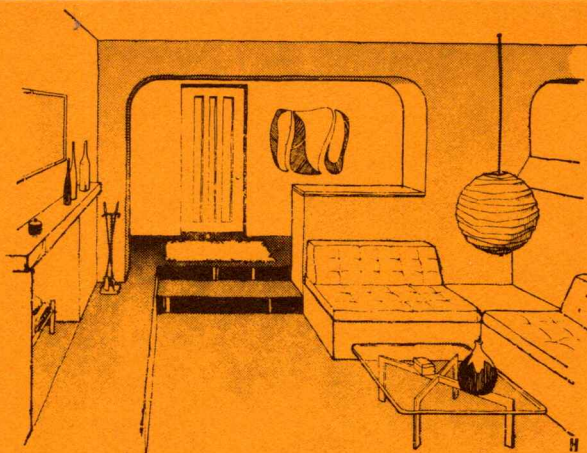
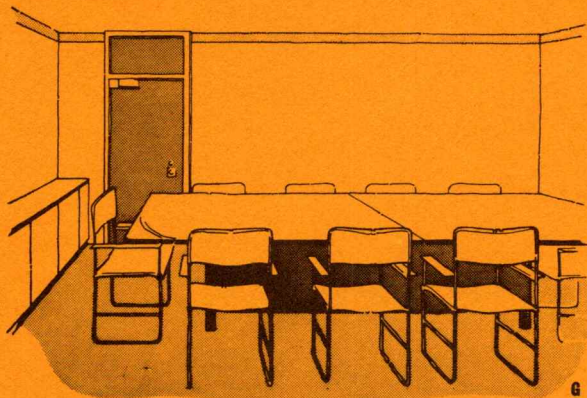
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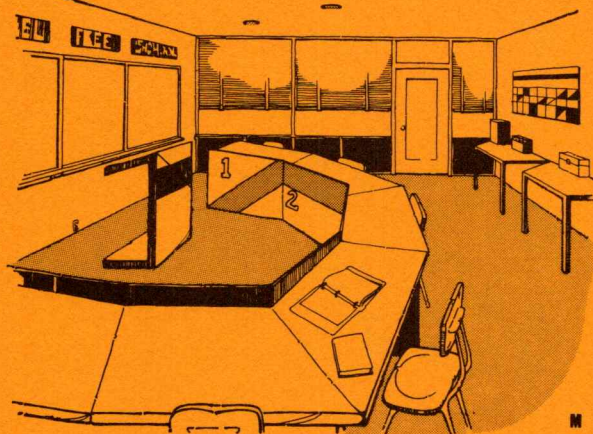


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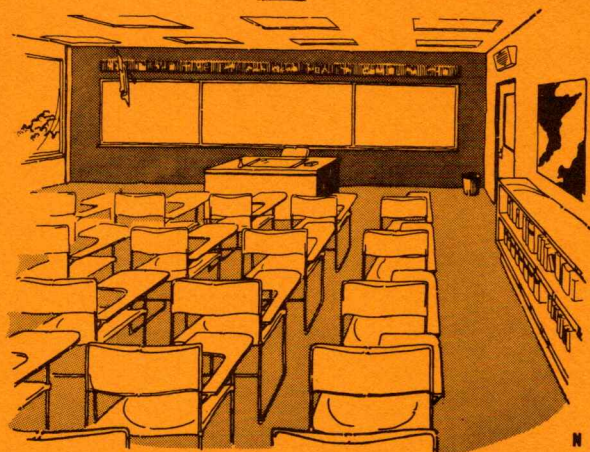


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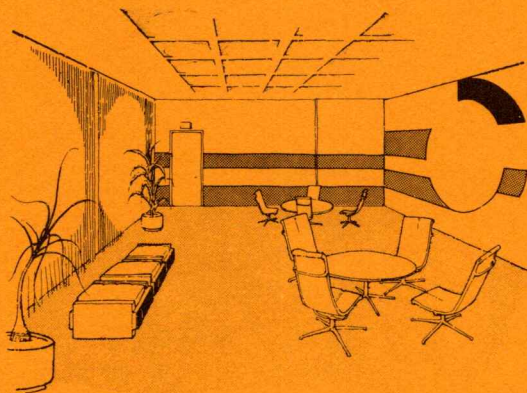




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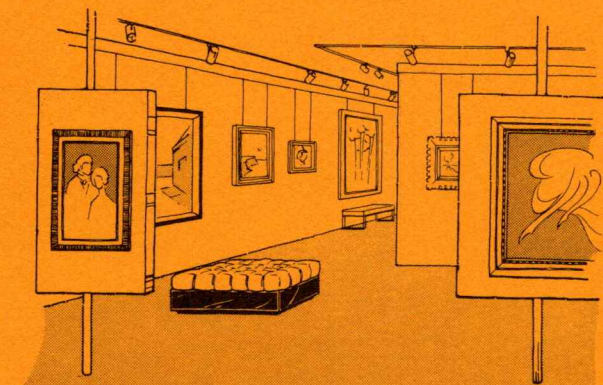
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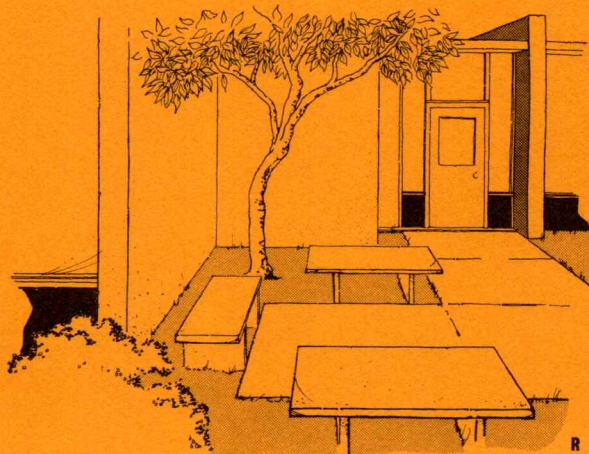
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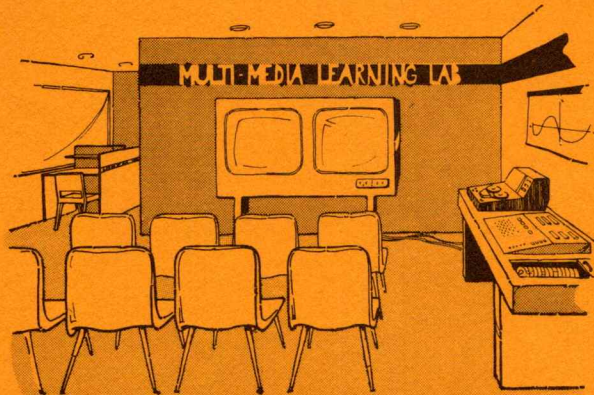
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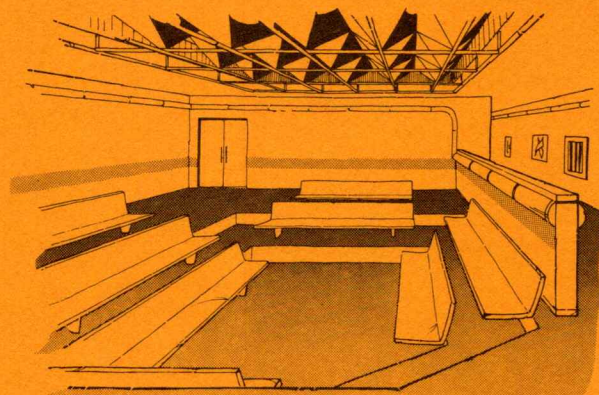
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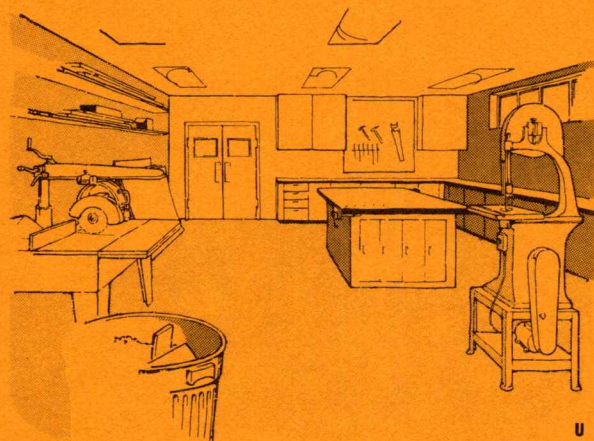
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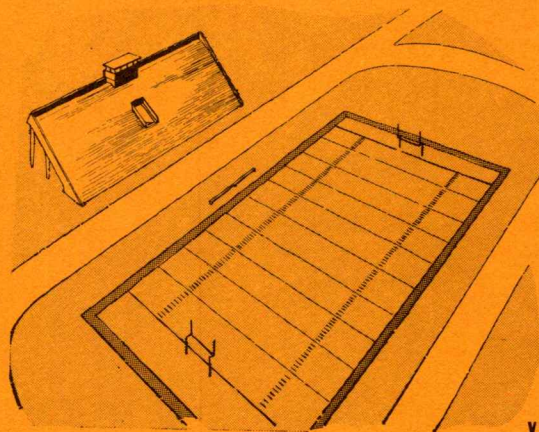
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