

Sample of a table for Scenario Four: Just One Playground

The writer has identified key ideas as they relate to the teacher, student, teacher-student relationship, student-student relationship, and the classroom or school environment in which the scene takes place. You may find those categories of ideas useful, or you may use different categories.

Learning Theories	Teacher	Student	Teacher-Student	Student-Student	Classroom
Emotion and Learning:	The emotions of the teacher can influence how the teacher organizes and presents material.	The emotions of a student affect how well the student is able to learn.	The emotions of teachers and students influence each other.	Students may have conflicts with each other that need to be solved so that learning can occur.	An emotionally safe classroom creates an environment where students can learn and teachers can teach.
Teacher Application	Ms. Bijur wants to provide a safe environment where students can express their feelings about the situation on the playground.	The goal of the interaction on the playground is to help the boys learn to solve problems and manage their emotions in a potentially confrontational situation.	Ms. Bijur provides structure for the boys to manage their feelings by asking them to “talk out loud” about how they feel and what some possible solutions to the problem might be.	Two groups of students who wanted to use the same playground space had to resolve this issue peacefully.	By handling the playground discussions the way that she did, Ms. Bijur demonstrated that school was a safe place.
Development and Learning	Teachers understand that teaching in a “developmentally appropriate” ways includes the concept of readiness for learning and a consideration of how experiences support student development.	Students are not always developmentally ready to handle their own problems.	Teachers understand that teaching in a “developmentally appropriate” way accounts for students’ current level of learning and a consideration of how experiences support student development.	Students learn by interacting with each other and through language, cultural symbols, and tools.	The classroom is structured to support growing autonomy and collaborative skills of children and youth.

Teacher Application	Ms. Bijur understands that her group of 5 th graders is ready to tackle this problem but needs some support in solving this dispute and she provides that support.	Students are in the transition between concrete and abstract thinking. They are beginning to develop more complex thinking and can begin to understand the perspectives of others (i.e., the girls who want to play soccer).	Ms. Bijur understands that the developmental pathways acknowledge children's increasing ability to communicate with others and their growing ability to recognize, respond to, and "manage" feelings.	Students engage in an authentic situation that requires conflict resolution. Ms. Bijur models, scaffolds, and coaches the skills needed to solve their problem.	The dialogue between Ms. Bijur and the students helped create a safe social context to explore and practice the skills of conflict resolution.
Cognitive Apprenticeship	It is important for the teacher to make his/her own thinking visible to the students.	Students learn new skills and more complex ways of thinking and problem-solving when the teacher models, scaffolds and then fades, and coaches them.	It is important to help the student make his/her own thinking visible to the teacher so that the teacher can judge when and how to support student learning.	A more advanced student may work with a less advanced student in a particular area, with the advanced student as the expert and the less advanced student as the novice.	The classroom/playground serves as one of the possible contexts for cognitive apprenticeship.
Teacher Application	As Ms. Bijur acknowledges the students thoughts and actions and helps frame the structure for problem-solving, she is making the conflict resolution process more visible to the students.	As the students work together to solve the problem of playground space, they are learning more complex ways of thinking by having Ms. Bijur model for them ways of approaching the problem.	Ms. Bijur encourages the boys to think out loud about the nature of the problem and the problem-solving process. In this way, she is helping the students make their own thinking process more visible to each other.	<u>What might happen:</u> The next time a situation like this occurs, a student who is skilled in this process might help his classmates think through the process needed to resolve the conflict.	The playground served as the context for problem-solving the issue of not enough space for both the boys and girls to play at the same time.
Pulling It All Together	Teachers are able to take advantage of a teachable moment.	Students are asked to draw on their existing knowledge and apply it to new situations, to transfer ideas across disciplines, solve new problems, and analyze concepts from many points of view.	Teachers help students learn for understanding. This means that the goal of teaching is to help students develop the ability to use one's knowledge in novel ways.	Students are actively constructing their understanding of concepts and applying their skills, often in collaborative learning contexts.	Classroom provides structure for caring and support for democratic learning.

Teacher Application	Ms. Bijur used the situation on the playground as a teachable moment for developing the students' skills in conflict resolution and problem-solving.	One of the challenges for the boys in solving the space question was to try and understand the situation from the perspective of the girls.	Ms. Bijur is encouraging and supporting the boys as they use their knowledge about fairness and available space to come to an equitable and peaceful solution to the problem.	As the boys worked on problem-solving the issue of who plays where, they are working in a collaborative learning context as well as actively constructing their understanding of the concepts and principles involved in trying to come to a fair solution in a peaceful way.	Ms. Bijur provides a safe environment where students can express likes and dislikes without fearing verbal and/or physical confrontation.
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