

The guidelines, or *Keys to Successful Role Play*, are essential to ensure parents receive high-quality instruction that promotes a comprehensive understanding of how the activities will increase their children's learning and ultimately expand their abilities.

## Keys to Successful Role Play

- 1. Discuss “Tips” before and “Things to think about and do” after the role play of the activity packet.** Sharing information with or asking questions of the parent helps them focus on the activity's objective, relate the activity to past experiences, apply the learning to daily living, and engage the child in additional activities to extend the learning. See *Role Play Standard One, Implementation Guidance “d” through “f” for best practices*. For Year 1, role play (best) or read the Tips before the activities; role play (best) or read *Things to talk about and do* at the end of each activity.
- 2. Use a Sample Packet to Role play.** Use the current week's *Sample Packet* to instruct parents during home visits. Home visitors provide parents with an unused packet at the end of the visit.
- 3. Take turns playing the role of “parent” and “child.”** See *Role Play Standard One, Implementation Guidance “k” and “l” for implementation options*.
- 4. Answer spontaneously when playing the child.** The “child's” answers should represent what a child of that age might say. Make periodic mistakes. This will provide the parent with practice in anticipating their child's response and applying the three C's.
- 5. Model all activities.** If the script reads, get up, and bark, the person playing that role should get up and bark. Let the “inner child” come out! Remember that enjoyment is contagious!
- 6. Read the directions (in parenthesis) silently before beginning the role play when assuming the teacher/parent role.** Reading instructions aloud often gives away the answer or lessens the anticipation or surprise factor in a lesson. All actions should support the child having esteem for their parent in the role of teacher.
- 7. Read the “script” to the child.** Information to be said to the child appears in bold letters in the activity packet. (For Year 2 and Age 5, the script is also in capitalized letters.) This is read aloud without skipping any parts. Changes to the narrative can cause the concept being taught to be lost or confusing to the parent.
- 8. State the potential response, which follows a hyphen, regardless of the “child's” answer.** If the child provides a different but correct answer, the child's answer should be repeated along with the anticipated response. HIPPY teaches through repetition, as well as positive affirmations. This technique serves to develop self-motivated learners.
- 9. Never tell the child “No” or that they are wrong if they answer incorrectly.** Using the three C's technique creates a positive learning environment and encourages self-esteem and thirst for knowledge. Be careful with non-verbal communication, such as a shake of the head or the absence of a nod, which still tells the child they are wrong.
- 10. Provide the child with periodic praise.** For example, praise should be given at the end of an activity to acknowledge effort (i.e., you worked very hard today, I like the colors you used in your drawing). Note: praise given for each answer, or too often, becomes meaningless.
- 11. Provide the title, author, and illustrator** at the initial reading of each storybook. This practice further expands the child's literacy development and is a standard “reading aloud” skill.
- 12. Ask the parent to identify words in the storybook that may be unfamiliar to their child.** This allows the parent to obtain assistance in a manner that maintains their dignity by pointing to terms they are unable to pronounce and for which they need a definition. All staff must know how to pronounce and define all words in an activity packet or storybook.
- 13. Review “Things to think about and do” and role play at least one activity per week.**