

LEADER'S CHECKLIST

Effective leadership makes a difference in the success of after-school programs, including *AfterSchool KidzMath*.™ This checklist can help you think about and improve the way you use the program to

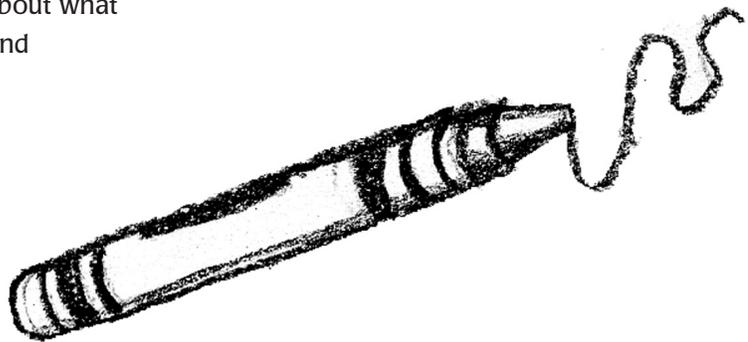
- ▶ support children's math learning,
- ▶ support children's social learning, and
- ▶ make the activities fair and fun for all.

The Leader's Checklist has three main sections: Before the Game, During the Game, and After the Game. Each section has a set of questions for you to consider and examples of what works best.

Ways to Use the Leader's Checklist

You can use the Leader's Checklist in a variety of ways. Here are some ideas:

- ▶ You can review this checklist when planning games sessions.
- ▶ You can do a self-review and reflection after a game session.
- ▶ A group of leaders can review and discuss this checklist every once in a while as a "refresher course" on *AfterSchool KidzMath*.
- ▶ You can ask a co-worker or administrator to observe a game and use this checklist to give feedback about the game session. Make time soon after the game session to meet with the observer and talk about what she noticed, focusing on what worked well and ideas for improvement.



LEADER'S CHECKLIST

Name of the Game _____ Date _____

Name of the Leader _____ Name of Observer _____

This checklist can help you think about how to improve your practice of *AfterSchool KidzMath*.™ The checklist has three main sections: "Before the Game," "During the Game," and "After the Game." In each of these sections, there is a checklist of items to help you plan (the column labeled "Planning") and some questions to help you think about how the game worked and how to make improvements (the column labeled "Reflection").

BEFORE THE GAME

PLANNING

REFLECTION

| | |
|---|---|
| <p>► Set aside time to prepare:</p> <ul style="list-style-type: none"> • Allow yourself at least 20 minutes to prepare the game before you meet with the children. • Discuss any questions you have with another staff person or your supervisor, or bring them up at a staff meeting. | <p>► Did you set aside time to prepare?</p> <p style="text-align: center;">Yes, but needed to spend more time</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments/Ideas:</p> |
| <p>► Read the game:</p> <ul style="list-style-type: none"> • Imagine playing the game while reading the instructions. • Consider what resources (time, materials, space) would be needed to play this game. • Be sure that you understand all of the math words used in the game. The math skills section in the game and the math glossary in the appendix can help you. | <p>► Did you read the game carefully?</p> <p style="text-align: center;">Yes, but could be improved</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments/Ideas:</p> |
| <p>► Practice the game:</p> <ul style="list-style-type: none"> • Practice playing the game yourself or with someone else. • Make sure you can easily explain the directions and practice explaining them out loud. • Think about the questions your children might have about the game and how you will answer the questions. | <p>► Did you play the game ahead of time?</p> <p style="text-align: center;">Yes, but could be improved</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments/Ideas:</p> |

PLANNING

► Prepare the space and materials:

- Make the setting appropriate for activity (tables are arranged, area is set up).
- Have needed materials ready and available (cards are punched out, number tags have numbers written on them).

REFLECTION

► Did you prepare the space and materials?

| | | |
|--------------------------|-------------------------------|--------------------------|
| Yes | Yes, but could be improved | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/Ideas:

► Make decisions:

- Decide how to make the game meet children's needs by referring to the "Changing the Game" section on the last page of the game if needed.
- Decide how to group the children.
 - Be prepared to explain that children are expected to work with everyone even if they are not partnered with the person they were hoping for.
 - You can randomly assign pairs or groups. (For example, cut magazine pictures into the number of pieces equal to the number of children you want in each group. Have each child choose a piece of the picture and then find the other children with pieces of the same picture.)
- Decide the mathematical and social questions you might ask.
 - Read the game and mark the "talk about" questions you might ask. (You do not need to ask all the suggested questions.)
 - On a piece of paper, write the questions you have chosen and any of your own so you have them ready when you teach the game.

► Did you make the decisions needed before playing the game?

| | | |
|--------------------------|-------------------------------|--------------------------|
| Yes | Yes, but could be improved | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/Ideas:

PLANNING

REFLECTION

► Explain the game:

- Gather the children in a circle to demonstrate or practice the game.
- Discuss ways to make the environment comfortable for learning and risk-taking (for example, no teasing when others make mistakes, treating others respectfully, waiting for a turn, etc.).
- Role-play and talk about how to ask for help and give help.
- For small group games: Choose a child to be your partner as you explain the game or choose a group of two to four children to demonstrate as you explain.
- For large group games: Explain the game and have the whole group practice playing.
- Use “talk about” questions to discuss the game.

► Did you explain the game and demonstrate or practice it?

| | | |
|--------------------------|----------------------------|--------------------------|
| Yes | Yes, but could be improved | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/Ideas:

► Check for understanding:

- Ask children to summarize the game directions before they start to play.
- Before getting started, ask the children what questions they have about the game.

► Did you check for understanding?

| | | |
|--------------------------|----------------------------|--------------------------|
| Yes | Yes, but could be improved | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/Ideas:

DURING THE GAME

PLANNING

REFLECTION

► Have children make decisions:

- Have the children decide who will go first (for example, choose someone who has not gone first lately, order themselves by birthday, etc.).
- Have the children decide a new game rule if it comes up. Be sure the children talk about the change, whether it is fair to everyone and whether all the group members agree to it.

► Did you allow the children to make decisions?

| | | |
|--------------------------|---|--------------------------|
| Yes | Yes, but needed to provide more opportunities | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/Ideas:

PLANNING

REFLECTION

| | |
|---|---|
| <p>► Support children as they play:</p> <ul style="list-style-type: none"> • Walk around while children play to make sure that all of the groups are working well together and learning math. • Make sure all children are getting a turn and that all voices are heard. • Show enthusiasm for the game. • Help keep the game cooperative. • Encourage children to use mathematics strategies that work for them. • Give help to children without giving them the answers. • Encourage and assist children to figure out solutions for themselves. | <p>► Did you support the children as they played?</p> <p style="text-align: center;">Yes, but needed to provide more support</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments/Ideas:</p> |
| <p>► Encourage children to help each other:</p> <ul style="list-style-type: none"> • Set an expectation that everyone helps each other in a respectful way. • Intervene when children make fun of one another or are not helping one another. | <p>► Did you encourage the children to help each other?</p> <p style="text-align: center;">Yes, but could be improved</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments/Ideas:</p> |
| <p>► Ask mathematical and social questions to promote learning and conversation:</p> <ul style="list-style-type: none"> • Ask the “talk about” questions you chose when you prepared for the game. Ask other questions you think of while the children are playing. • Ask open-ended questions with more than one correct answer (for example, “How did you figure out your answer? What’s another way?”). • Ask mathematics questions (for example, “Why did you decide to subtract that number?”). • Ask questions about social skills (for example, “How can we play this game safely?”). | <p>► Did you ask mathematical and social questions?</p> <p style="text-align: center;">Yes, but could be improved</p> <p>Yes No</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments/Ideas:</p> |

AFTER THE GAME

PLANNING

REFLECTION

► **Ask children questions about the game:**

- Talk about how the game went or what could be improved for next time.
- Discuss ways to play the game differently next time.

► **Did you ask questions about the game?**

| | | |
|--------------------------|----------------------------|--------------------------|
| Yes | Yes, but could be improved | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments/Ideas:

► **Think about how you asked questions:**

- After asking a question, wait five seconds to give children a chance to think before calling on someone.
- Collect many ideas from the group (for example, "Who figured it out a different way?").
- Ask follow-up questions (for example, "Daniel says his group needed 10 more points to reach 0. How many more turns do you think it took to reach 0?").

► **Did you wait after asking a question to give children a chance to think before you called on someone?**

| | | |
|--------------------------|-----------------------------------|--------------------------|
| Yes | Yes, but could have waited longer | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

► **Did you ask for different ideas (for example, asking who found the answer in a different way)?**

| | | |
|--------------------------|------------------------------------|--------------------------|
| Yes | Yes, but could have asked for more | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--------------------------|------------------------------------|--------------------------|
| Yes | Yes, but could have asked for more | No |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

► **Did you ask follow-up questions?**

Comments/Ideas:

Comments and ideas for leading *AfterSchool KidzMath™* games:

What went well?

What could I improve for next time?

What are your other comments, ideas, or questions?