

What does Active Supervision look like?

Read the scenario below. The statements in **bold** are examples of active supervision practices. From the following list, choose the number or numbers that matches the practice and write that number next to the statement in bold.

1. Set up the environment
2. Scan and count
3. Position for awareness
4. Anticipate
5. Engage and redirect
6. Listen
7. Teamwork

Maria and Yasmin have taken their class of three year olds to the playground for outdoor playtime. The 15-foot square playground has a plastic climber, a water/sand table and a swing set. **Maria and Yasmin stand at opposite corners of the playground to be able to move quickly to a child who might need assistance.** ___ The children scatter through the playground to various areas. Some prefer the climber, while others like the swings. Many of the children play with the sand table because it is new. **Maria and Yasmin have agreed on a supervision plan for which children they will observe ___ and are always counting the children in the areas closest to them, occasionally raising their fingers to show each other how many children are close to them.** ___

This helps them keep track of where the children are, and to make sure no one is missing. **If one child moves to a different area of the playground, they signal each other so that they are both aware of the child's change in location.** ___

Maria has noticed that Felicity loves to play in the sand table. She **hears children scolding each other** ___ and notices that Felicity throws the toys without looking. Maria sees Felicity and Ahmed playing at the sand table, **so she stands behind Felicity and suggests she put the toy back in the basket when she is done with it.** ___ **By remaining close, she is also able to redirect Ahmed who has never seen a sand table before and throws sand at his classmates.** ___

Kellan has been experimenting with some of the climbing equipment and is trying to jump off of the third step onto the ground. While he is able to do this, some of the other children whose motor skills are not as advanced also try to do this. **To help them build these skills, Yasmin stands close to the steps on the climbing structure.** ___ **She offers a hand or suggests a lower step to those who are not developmentally ready.** ___

Maria and Yasmin signal to each other five minutes before playtime is over, then tell the children they have 5 minutes left to play. ___ **When the children have one minute left, Maria begins to hand out colors that match color squares they have painted on the ground.** ___ **She asks Beto, a child who has trouble coming inside from play time, to help her.** ___ **When the children are handed a colored circle, they move to stand on the colored spot on the playground. As the children move to the line, Maria guides them to the right spot.** ___ **When all children are in line, both Maria and Yasmin count the children again. They scan the playground to make sure everyone is in place, then move the children back into the classroom.** ___ **They also listen to be sure that they do not hear any of the children still on the playground.** ___ **Yasmin heads the line and Maria takes the back end, holding Beto's hand.** ___ **When they return to the classroom, there are spots on the floor with the same colors that were on the playground. The children move to stand on**

their matching color in the classroom. ____ Maria and Yasmin take a final count, then collect the circles and begin the next activity. ____