

Teach Through Play Individual Revision and Service Evidence

NAME _____

DATE _____

PERIOD _____

Record Test Evidence and Revisions

Use the Teach Through Play activity your team created from FYF pp. 216-217. Create and test the activity once. This page collects your individual evidence; do not copy the full plan or map again.

Activity name: _____

Route used: partner test / tabletop walk-through / teacher conference / individual simulation

One step that practices the gross-motor target: _____

One step that practices the fine-motor target or an access-equivalent option: _____

One safety or access support: _____

What was clear during the test:

One point of confusion or access need:

Two revisions and the test evidence behind each:

1.

2.

Language help: gross motor = motricidad gruesa | fine motor = motricidad fina | access = acceso | revision = revisión

Complete frame: I changed [part] because the test showed [evidence]. The change helps a child [action].

Connect Service to Transferable Skills

Use a real, planned, or supplied scenario. Personal service disclosure is never required.

Supplied scenario: A volunteer helps at a library homework table. The volunteer listens to a third grader read directions, breaks the task into smaller steps, asks the student to explain the next step, and does not complete the work for the student.

One community benefit:

One skill the volunteer develops and the evidence for it:

How that skill transfers to Career 1:

How the same skill is used differently in Career 2:

One limit: what this scenario cannot prove about all service experiences:

Complete frame: Service benefits the community by [result]. The volunteer practices [skill]. In a [career 1] career, the skill helps [use]. In a [career 2] career, it helps [different use].

Do not score physical performance, cutting skill, disability, artistry, partner attendance, or private volunteer history.