DO-IT-YOURSELF PRACTICE GAME TEMPLATE:

Parents As Partners On-Line
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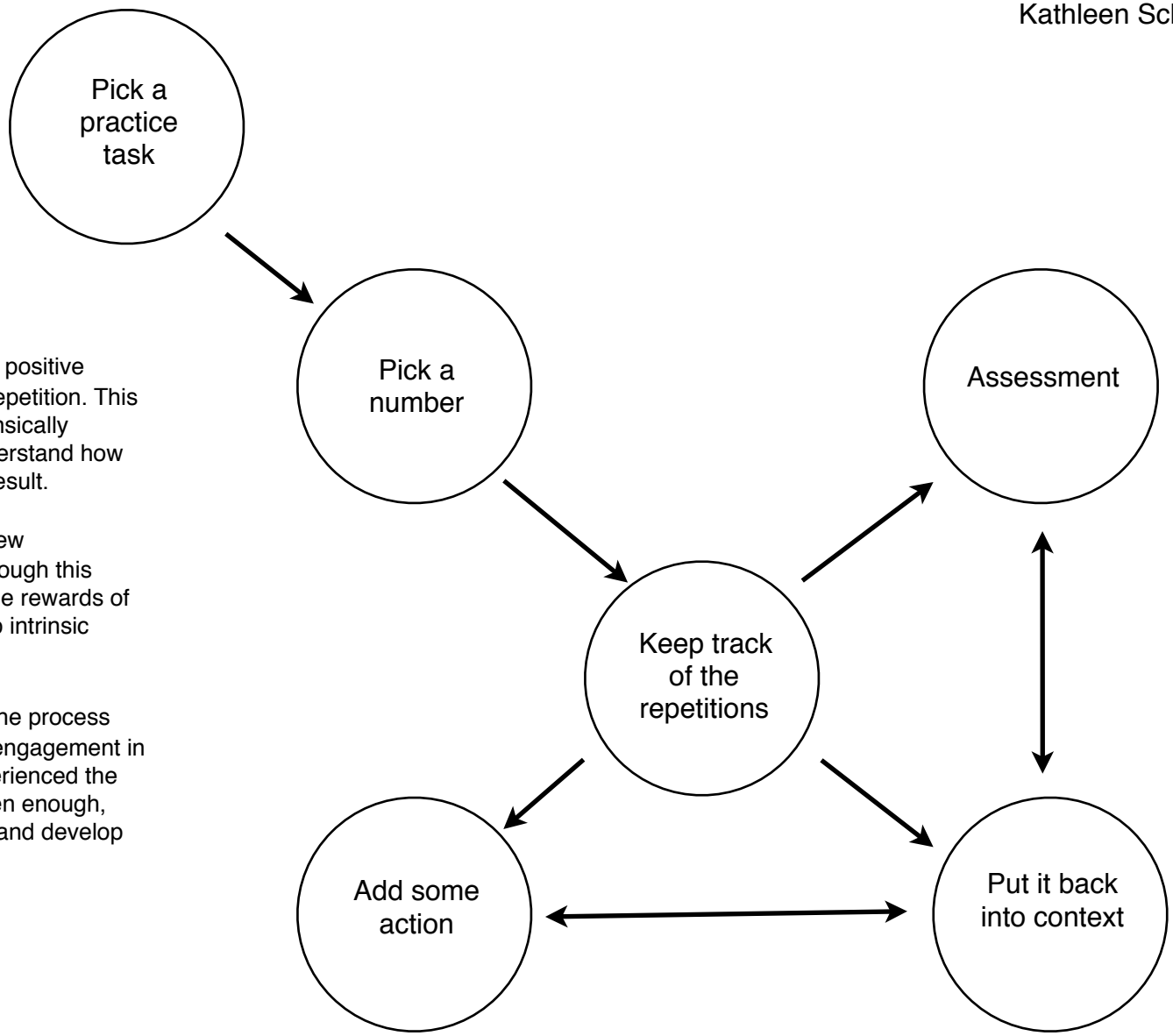
Goal: To help students experience the positive cumulative effect of daily practice and repetition. This experience will help them become intrinsically motivated to practice because they understand how the process will give them the desired result.

Problem: Young students have had few opportunities in their brief lives to go through this process, so they haven't experienced the rewards of long term effort often enough to develop intrinsic motivation.

Our Job: To guide students through the process using activities that provide immediate engagement in an enjoyable way. Once they have experienced the positive results of repeated practice often enough, they will understand the long term goal and develop intrinsic motivation.



Pick a practice task	Pick a number	Keep track of repetitions	Add some action	Assessment
1. Check your lesson notes - your teacher has probably assigned specific tasks. Make sure you include them! 2. You can also discover practice tasks on your own - use the "hesitation/ correction/exclamation" rule. Any spot that makes you hesitate, correct yourself, or exclaim in surprise or frustration is a spot that can be isolated as a practice task. 3. Random selection can also be used for choosing the order of practice tasks. This is useful for general review or for time management - group slips into sets and do one from each set if you can't cover them all in one practice.	Random number generation can reduce friction between student and practice coach. You are not telling the student how many times to do the task, the dice are telling the student how many times to do it. And the student rolled the dice, not you :-)	After you play a piece of music, you cannot step back and say "Look at what I just accomplished!". Music disappears immediately after performance. Providing some visual way of tracking repetitions can increase a student's sense of cumulative accomplishment.	1. If the practice point is something physical, like hand position or posture, using a practice aid that the student can feel provides a constant reminder without nagging from the practice coach. 2. Moving between repetitions shifts the emphasis from maintaining a position or idea to getting into position or recalling an idea, developing habit strength for getting started correctly.	The goal is for the student to be able to do this independently. Allowing the student to decide if a repetition is successful teaches the practice coach how well the student understands the goal, teaches the student self-assessment, and gives the student a sense of control over the process.
Random draw of songs/tasks written on slips of paper. Hide & seek: Look for hidden slips such as Post-it notes stuck around room, hidden in Easter eggs, buried in a bowl of sand/peas/beads/marbles Go Fish: Use a string with a magnet to "fish" strips out of a bag or bowl (paper clips on the slips will make them magnetic) Puzzle: Stick tasks on the back of puzzle pieces, do each task as you complete the puzzle. Apps: Apps for your device, such as "Decide now", allow you to create your own spinner for random selection of items	Dice Many different sizes and shapes for numbers from 4 to 100 - apps are also available to generate various dice on your device Playing cards Remove face cards, leaves 1-10 Spinner Roulette wheel or "Decide now" app Calendar day cards From pocket charts: 1-31 Magic tricks (cards and dice in a different context) Small packages of multiicoloured objects Pick a colour and open packet - as many of the colour is how many repetitions you do	Tick marks on paper Beads on abacus Coins Jar of small objects: Beans, coins, marbles, popcorn (when the jar is full you can pop the corn and watch a movie :-) Small toys or stuffed animals Dot-to-dot puzzles Colouring: •Hidden picture colour by number puzzles •Charts or pictures with specific number of elements •Mandalas or other "adult" colouring book designs Draw a picture One element for each rep	Balance a small object or toy on part of the instrument. Balance a small object or toy on part of the student's body.	After each repetition ask: "Do we count that one?" Criteria for success must be very specific eg. "Was your thumb straight that time? " Create a "model" of desired result before counting reps Two columns for tick marks: "successful" and "not quite" For older students, use the "scientific method": 1. Problem: how many times will it take before every attempt is successful? 2. Create a hypothesis: x times 3. Test the hypothesis 4. Assess level of success, and create new hypothesis to test if necessary.
	Board game adaptations combine random number generation (dice) and visual tracking of cumulative accomplishment (you get to the end of the game).		Take a step forward for each correct repetition, a step backwards for each incorrect one, towards a pre-set goal. Can use steps on staircase if appropriate.	
		If you can increase the number of balanced objects, you can create a repetition tracking game along with the physical reminder.		
		Take your song "on tour" - moving to different places for each repetition combines physical movement with tracking number of repetitions. Movement can be as small as one step or as big as moving to a different room.		
	Sports adaptations promote "keeping score" (the goal is to get the most successful repetitions), can incorporate movement between repetitions (move to the next base), and independent assessment of success ("did that one reach the goal, or did it go out of bounds?")			