

Role Play Checklist

INSTRUCTIONAL STRATEGIES

INSERT E FOR STEP 1

Introduction

The purpose is to provide students with an understanding of the problem situation, to assign their roles in the activity, and to clarify that feelings and viewpoints will not be censured. Behaviors to look for:

- ☐ Teacher “warms up” students by introducing problem situations and helping students to realize that all views/feelings will be accepted.
- ☐ Teacher asks questions to have students think about and predict outcomes.
- ☐ Students volunteer for roles that they can easily identify with and/or are assigned roles they’ll feel less comfortable with, but which will promote growth.
- ☐ Teacher “sets the stage” with questions such as “Where is this action supposed to be taking place?” or “What does this place look like?”
- ☐ Teacher observes to watch for the goals of the role players, the sequence of behaviors, and possible feelings expressed and unexpressed.

Teach/Practice

During this period of time, students experience role playing and then review and revise the enactment. This process may be repeated several times to explore possibilities. Behaviors to look for:

- ☐ Students in their roles **enact** the problem situation spontaneously without exaggerating or mugging for the audience.
- ☐ Teacher/student discussion focuses on various interpretations of the role play.
- ☐ The discussion leads into the consequences of the action and the motivations of the actors.
- ☐ Teachers and students discuss alternatives within roles and situations.
- ☐ Students **re-enact** the situation, exploring new alternatives.
- ☐ Teacher and students discuss the re-enactment focusing on possible solutions.

Conclusion

It is necessary to devote time at the end to relating the problem situation to real problems. This facilitates transfer. Behaviors to look for:

- ☐ Teacher leads discussion encouraging students to transfer to life situations.
- ☐ Students reflect on the process, drawing conclusions—if possible—about human relations.

Social Interaction Family includes:

Cooperative Learning

Role Play

- GOAL: Socialization
Focuses on development of skills needed to work productively with others while acquiring knowledge, solving problems, exploring possibilities and generating solutions.
- TEACHER BEHAVIORS:
Facilitator and Nurturer
- LEARNER BEHAVIORS:
Communicating, Valuing, Personalizing and Cooperating.

Role Play includes:

Introduction

- Discuss the problem situations.
- Determine roles.
- Discuss possible behavior and feelings for each role.

Teach/Practice

- Students enact the problem situation.
- Discuss the problem situation as interpreted in the role play.
- Re-enact the situation.

Conclusion

- Discuss how the problem situation relates to life or to content objectives.

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