

## Role Play for Student Groups

### Planning Form

Unlike modeling, which is used to help students learn one way of doing something (routine, procedure, academic skill, etc.), role play is used in situations that are more nuanced—where there isn't simply "one right way".

This also makes role play more challenging to facilitate as a teacher. Think about your students (class tone, individual personalities, attention span, etc.) as you plan a role play. Also remember that role play should not be used if you already know how a situation should play out. Don't try to lead students to the "right" answer, use modeling instead.

| Steps/Procedure                                                                                                                                                                                                                                                                                                  | Plans/Notes |
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| <b>Step 1: State the problem/goal.</b><br><i>Example: Many people have been trying to figure out what to do at recess when a game (like basketball) has already started and new people want to join. We're going to think about this challenge and see if we can come up with some ideas.</i>                    |             |
| <b>Step 2: Have students share about the challenge.</b><br><i>Example: What makes this such a hard challenge? (Students might respond that if you're playing and keeping score it messes things up to add new players. Others might respond that sometimes different classes join recess at different times.</i> |             |
| <b>Step 3: Brainstorm Ideas.</b><br><i>Example: Let's think of some possible ideas of what to do. How can we follow our class rules about being kind and respectful while also taking care of ourselves and making sure recess is fun and fair for everyone?</i>                                                 |             |

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| <b>Step 4: Try one out.</b> <ul style="list-style-type: none"> <li>● Choose “actors/roles.”</li> <li>● Explain (as needed) what to say/try.</li> <li>● Have the rest of the group watch and think about how it seems to work.</li> </ul>                                                                      |  |
| <b>Step 5: Debrief.</b> <ul style="list-style-type: none"> <li>● Have students share about how that seemed to work. What are possible pros and cons?</li> </ul>                                                                                                                                               |  |
| <b>Step 6: Try another.</b> <ul style="list-style-type: none"> <li>● Choose “actors/roles.”</li> <li>● Explain (as needed) what to say/try.</li> <li>● Have the rest of the group watch and think about how it seems to work.</li> </ul>                                                                      |  |
| <b>Step 7: Debrief.</b> <ul style="list-style-type: none"> <li>● Have students share about how that seemed to work. What are possible pros and cons?</li> </ul>                                                                                                                                               |  |
| <b>Repeat steps 6 and 7 as needed.</b>                                                                                                                                                                                                                                                                        |  |
| <b>Step 8: Have students articulate one (or more) positive solutions to try.</b> <ul style="list-style-type: none"> <li>● Try for consensus if choosing one solution.</li> <li>● Encourage students to try the ideas.</li> <li>● Set a time to check in to see how things are (or aren’t working).</li> </ul> |  |