

Facilitation Guide

Role Play Springboard 3.1



EXPERIENCE OVERVIEW

Role Play - A/B Conversation activity is designed to further support instruction on how one can enter a conversation and have a voice.

Standards

COMMON CORE STATE STANDARDS

- [CCSS.ELA-Literacy.SL.9-10.1](#) - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

MARYLAND STATE ARTS STANDARDS

- E:9-12:3: Effectively justify and implement specific acting, vocal, and movement choices to create a convincing character.
- E:9-12:3 - Collaborate with others to synthesize knowledge of historical and cultural contexts, theatrical conventions and personal experiences to develop a theatrical work.
- E:9-12:1 - Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.

Getting Ready

WHEN TO TEACH

- This suggested activity is aligned with the unit activity 3.1

RESOURCES AND MATERIALS

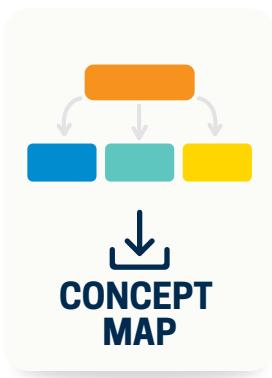
- [5 Effective Communication Exercises](#)
- [10 Rules of Improvisation](#)
- [Role Play Topics](#)

Facilitation Guide

Role Play
Springboard 3.1



ARTS INTEGRATION MATERIALS



Facilitation Guide

Role Play
Springboard 3.1



TEACH

Overview

This is an improvisation exercise in which two students begin an unscripted discussion about a conflict between them, and when directed, a third student is instructed to enter the conversation to either mediate or escalate the situation. Students then have to follow the new direction of the conversation until the teacher elects another participant or prompts a topic shift.

This can also be used as an extension or follow up activity to the double dutch activity, in which students recognize the similarities of waiting for the appropriate moment or cue to enter the conversation.

Example

An example might play out as follows:

- Student A and Student B are talking about a group research presentation assignment on a current affair issue.
- Student A thinks that the most important issue to is to address environmental issues, while student B thinks that the most important issue is to address vaccinations.
- The teacher provides them each with their view point on a card separately so that it is their responsibility to demonstrate conversation that communicates their assigned stance/point of view.
 - **Note:** This is not about the data or information backing up their argument, but in their ability to employ appropriate communication skills to prepare them for future conversations in which they might disagree with someone, but maintain a productive conversation.
- When the teacher feels like they are ready, they will send in a third person into the conversation to either mediate or escalate the discussion (the teacher may decide what that student's perspective or role will be based on the current role play scenario or they may assign it to the student ahead of time).
- The teacher then might swap out student A with a new participant to keep the conversation evolving. This activity has a lot of flexibility but having predetermined prompts/scenarios to guide the role play topics may be helpful in keeping the class focused on the objective of the activity.



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Observers

While the objective for the performing students actively engaged in the role play will be improvisation and using skills for productive communication, the rest of the class will be practicing active listening and note taking skills and then sharing their feedback with the performers. The observers may be assigned something specific to look out for as they're observing, including (but not limited to):

- taking turns (balanced opportunities to speak)
- speaker's purpose
- validating opponent's perspective
- tone of the argument
- nonverbal communication skills (eye contact, posture, gestures, volume, etc.)
- entering the conversation, etc.