

Role-Play Planning Guide

<p>1. Describe a specific situation. Stop the description just at the point where a behavior decision will occur.</p>	<p>What words will you use to describe the situation from a student's point of view? How will you connect to classroom rules?</p>
<p>2. Name the positive goal.</p>	<p>What do you want the children to be able to do? For example: "How can I get . . . ?" or "How can I be . . . ?"</p>
<p>3. Invite and record students' ideas for a solution.</p>	<p>How will you invite ideas? How many ideas will you record? How many will the class dramatize? How will you redirect any inappropriate ideas?</p>
<p>4. Act out one idea with the teacher in the lead—or "tricky"—role. Audience notices what actors say and do.</p>	<p>Who will you choose to act out other roles? Where will you stop the action so that the role-play stays positive?</p>
<p>5. Ask students what they noticed.</p>	<p>What questions can you ask to elicit specific observations? For example: "What did you notice about the way . . . ?" "What did it feel like to . . . ?" "How was this an example of following our rules?"</p>

<p>6. Act out another idea; consider having a student take the lead role. Audience notices what actors say and do.</p>	<p>Are students ready to take the lead role? If so, who will take the lead role? Who will act out other roles? Where will you stop the action so the role-play remains positive?</p>
<p>7. Again, ask students what they noticed.</p>	<p>For example: “What did you notice about the way . . . ?” “What did it feel like to . . . ?” “How was this an example of following our rules?”</p>
<p>8. Act out other ideas.</p>	<p>Assess children’s focus and energy. Are they ready to act out other ideas? If so, who will take the roles?</p>
<p>9. Sum up lessons learned.</p>	<p>What points do you want to emphasize? What do you want children to remember?</p>
<p>10. Follow up.</p>	<p>How and when will you follow up on this role-play?</p>