

Role play

Objective(s)

Learners participate in a role play to practice using and observing effective communication practices.

Description

In this activity, learners take turns playing different roles (teacher, specialist, parent, and observer) in three different role play situations. The instructor is the facilitator of the activity.

Required Materials/Resources

Learner Materials

- [Handout 3.1: Communication Strategies to Build Collaboration](#)
- [Handout 3.2: Communication Strategies Observation Checklist](#)
- [Activity 3.11a: Implementation plan for seeking and verifying information from the therapist](#)
- [Video 3.1: The teacher's viewpoint](#)
- [Video 3.2: The therapist's viewpoint](#)
- [Audio 3.4: Shawanda's perspective \(teacher\)](#)
- [Audio 3.5: Ashley's perspective \(therapist\)](#)
- [Audio 3.6: Susan's perspective \(David's mother\)](#)
- Video or audio recording device (optional)

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
Role Playing

Level

Advanced

Estimated Time Needed

20-30 minutes for instructor preparation

1 hour for learner activity

Detailed Facilitator Instructions

Divide learners into groups of three. The learners can prepare for the activity individually but must be in a face to face situation in groups of three to implement the activity.

Preparation:

1. Find a quiet space available for a block of time that allows all learners to participate in the activity in groups of three.
2. Divide learners into groups of three, assign a 45-minute block of time for each group to be available to participate in the face to face component of the activity, and assign the order in which each learner in a group will play the role of teacher, therapist, or observer in the first role play situation.
3. Provide access to the handouts and audio/videos.
4. Ask the learners to listen/watch the video/audio clips to learn about the role play situation and the perspectives of the teacher, therapist, and parent. (You may choose to have learners complete this step prior to the face to face session.)
5. Ask the learners to read Handouts 3.1 and 3.2 to prepare to observe and demonstrate the communication practices.

Implementation:

Participation of the instructor in the implementation of the role play activity is advised. If this is not possible, ask the learner playing the observer role in the first role play to arrive a few minutes ahead of others to ensure that the space for the activity is available and has two chairs and to facilitate the debriefing discussion.

Role Play #1: Teacher, Therapist, Observer (instructor facilitates)

1. Direct the learners playing the roles of teacher and therapist to sit comfortably in their chairs. The observer sits in the third chair in a position where he/she can observe the interaction.
2. Ask the learner in the role of teacher to begin the role play conversation demonstrating overall effective communication practices, using the Implementation Plan they developed as a guide for seeking and verifying information.
3. Direct the learner in the observer role to observe using the observation checklist and to keep track of time. The conversation should last for 4-6 minutes, with the observer using his/her judgment about when to call time.
4. Facilitate a debriefing discussion focused on learners' perspectives of the communication strategies that were demonstrated.

Role Play #2: Teacher, Therapist, Observer (switch roles)

1. Direct learners to switch roles. The learner in the teacher role uses their Implementation Plan and what they learned in the first role play to guide the conversation.
2. Facilitate a debriefing discussion focused on learners' perspectives of the communication strategies that were demonstrated.

Role Play #3: Teacher, Parent, Observer

1. Direct learners to switch roles again. The learner who has not yet played the teacher role takes on that role. The learner who has not yet played the observer role takes on that role. The third learner takes on the role of the parent in the situation.
2. The learner in the teacher role has a conversation with the parent to seek and verify what the parent perspectives are on the child's therapy goals being implemented in the classroom and at home.
3. Facilitate a debriefing discussion focused on learners' perspectives on their roles and the communication strategies that were demonstrated.

Optional:

The role plays are video/audio taped by the instructor. The video/audio is viewed by the group prior to the debriefing.

Facilitation Tips

- Create a safe environment for all learners. Emphasize that feedback should be constructive and focused on the practices. At the same time, it is important that the instructor model candid feedback so that ineffective strategies are not encouraged. Learners who are apprehensive might start in the observer role.
- Video adds an important teaching and feedback component to the activity. If it is possible to use this component, it is recommended.
- Ask learners to wear nametags with the name of their role.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 3.11a](#): Implementation plan for seeking and verifying information from the therapist

Credits

The CONNECT Content Team