

Supplemental Role Play Lesson

Time Needed

20 minutes

Goals

- a. To help students be able to observe facial and body clues of self and others
- b. To aid students to create better role plays
- c. To create a positive classroom environment through student and teacher interaction

Materials

Clip (or some type prop) for role player
Animal photographs

Procedure

Do you remember when we first talked about beginning PATHS in our classroom and we said we would be doing some role plays? I'm very excited because today is that day. Before we learn about doing role plays though, we are going to figure out what the audience does. What is an audience? (elicit answers)

What does an audience do? That's right. An audience pays attention. An audience listens. Tell me how you show you are a good listener. Yes, you look at the person and you sometimes nod that you understand. What else does a good audience member do? That's right. A good audience member listens. They also sit quietly just like if you have ever gone to a movie. An audience member at a theater is instructed to turn cell phones off and be considerate of others but not talking. Can any one think of something else? Yes, audience members may applaud after the role play is finished. And the last thing, an audience member is like a detective. You have to figure out what is happening and sometimes, the role player will not tell you with their voice but will show you with their body or actions. Now that we know what an audience member does, let's figure out what a role player does.

I have some clips (or whatever prop you will use) today. Whenever we role play, we will wear a clip to show that we are role playing. When we role play, it means that we are pretending and that we are not really that person. Role playing can be really fun but we also need to remember that it is not real. Role plays help us practice and learn certain things.

Now, who can tell me what the job of the actor or role player is? (Elicit responses) Yes, an actor has to speak loudly and clearly if they have a speaking part. Another word for that is to project your voice. That means to make your voice heard by the audience. What else?(elicit responses) Yes, that's correct. Role players must look at the audience so the audience can get more clues. Anything else? You're right. The role player must use their body to give us messages.

Today, when we role play, we are going to be looking for clues. The first clue we will be looking at is a person's voice. Why is someone's voice a clue? That's right...sometimes you can tell if someone is sad, happy, scared or lots of other feelings just from their voice. If you are talking to someone on the telephone, their voice may be the only clue you have.

How else can we learn about feelings from a role play? (Point to your face if they need a clue) We can look at people's faces. Watch me and see what you can figure out without me talking (demonstrate a sad or happy face and have them guess this. Do another feeling and let them guess) Great, now we know that sometimes just by looking at the face of a person we can get clues about how they are feeling.

So far we have learned about clues with our voice and facial expressions. How else can we learn how people are feeling without them telling us? (Point to your body if children do not answer) Our bodies can show how we are feeling. Watch my body and see if you can figure out how I am feeling (fold your arms, stick out lips, narrow eyes) Elicit responses. That's it, I am feeling angry, cross, or frustrated. Now let's try again. Choose a feeling and demonstrate with your body and elicit responses. Now we know that looking at someone's body can help us figure out how people are feeling.

There is one last clue we can use. Does anyone know what this last clue might be? (If not, make a running motion and have children guess) I am going to show you an action and see if you can figure it out. Show the action of fear by running or any other action you choose. OK, now we need to remember all the clues we are going to use today. What are they? Yes, faces (show with your hand), voice, body (point), and actions(run in place or some other action). One more time, what are they... great.

We're ready to begin. I am going to do the first role play today. You can see I'm putting my clip on so we all understand I am just role playing. Before I begin, PATHS kid, please check out my audience and see if they are ready to watch the role play. Are they sitting quietly and listening?

The rule is I will act out the role play and when you know what it is you may raise your hand and remain silent. The PATHS Kid will choose a friend to guess what animal I am. Raise your hand if you understand the rules. PATHS Kid, does everyone understand? Great! Act out a chicken or other animal. Be sure to flap your "wings", "strut" like a chicken, move your head like a chicken, and cluck. OK PATHS Kid, lots of people have their hands raised. Will you choose someone that is sitting quietly with their hand raised to guess what the animal is that I just role played. That's right, I was a chicken. Tell me one way you knew. Oh, my...arms. So you knew from the body and actions. Oh, the voice. I clucked like a chicken. Yes, my head moving and my strut were also clues. Did you know from my face? No, my face does not look like a chicken but you used your other clues. Just like in reading, you may not know a word but you use other clues to figure it out. Great job.

Now, PATHS Kid, you may choose to be the next role player or you may choose someone with their hand raised and sitting quietly to be the next role player. If you are not chosen today, we will be doing lots of role plays this year so you will get a turn. Have the child role

play a rabbit. Go through the same questioning. This time though, make sure children understand that although the rabbit really didn't make a sound, we were able to figure out what it was through body (usually children hold up ears), actions (hopping) and facial clues (wrinkling of nose).

Have the child pass the clip to another student who wants to role play and is following directions. **This time we are going to make it a little harder. I am going to choose an animal and clip it to the back of the shirt of the role player.** Choose an animal and clip in on the back of the shirt. **Now the rules are still the same about listening and watching but this time we are going to add that we are going to give our classmate clues about the animal. The rule is that you may not say the name of the animal or the sound the animal makes. The other rule is that you must wait for the PATHS Kid to call your name before giving a clue. Our role player gets five clues and then he has to guess.**

Show the rest of the class the picture of the animal. **OK, now that you have all seen the animal (ex. Lion) let's think of really good clues. Giving a clue might be like what we do in language arts. We think of the main ideas. Giving clues is thinking of the main ideas about this animal. Who will go first?** After three clues, have the role player summarize. **Remember how we summarize after we read certain parts in language arts. We are having our role player do the same thing. Now, two more clues left.** Before the PATHS Kid guesses, let him recall what he knows. **Students, the PATHS Kid just told us the main facts of what he has learned. Let's watch him and see if he knows the animal. Super job.**

We are able to do another role play because you have followed the characteristics of being a good audience. I like the way you have listened, waited your turn, etc. Our next role play is a cooperative learning role play. We are going to have two friends do this role play but first what does cooperate mean. Yes, that's right. It means getting along. What else does it mean? Listening to each other, talking to each other, getting ideas together, etc. are all ways we cooperate. This year we will be doing lots of cooperative learning in our classroom. Today we are going to do a cooperative role play. Have two children come to the front of the room and show them the picture of the kangaroo and the joey. Ask the children to work together to act out these animals. Step back and acknowledge to the class how they work together, listen, and talk. **OK, they are ready now. Who knows? Yes, you are correct. They worked together. They listened, talked quietly, and made a plan so we would know the animals they were role playing. Great cooperation!**

Today has been a lot of fun. Role playing can teach us many things. Who can remember the four things that we looked at today to give us clues. That's right; words, face, actions, and body. If you want to know how someone is feeling or need to have clues of how you might be feeling, this is a great place to start. What else did we learn today? (Details, summarizing, recall, always read all the answers when you take a test, what the audience does, how to follow rules, etc.) **We will do more role playing in other PATHS lessons.**