

Using Role-playing



Role-playing provides students with opportunities to explore and practise new communication skills in a safe, nonthreatening environment, express feelings, and take on the role of another person by “walking in another’s shoes.” The most important part of role-play is the follow-up discussion.

When using role-playing:

- always have students role-play the **positive aspects** of a skill or situation
- if it is necessary to role-play a negative situation, the teacher should take on the negative role
- provide a specific situation
- provide a limited time for students to develop and practise their role-plays (5 to 10 minutes is usually sufficient)
- limit the use of costumes and props

During role-play, observe and consider the following questions:

- Are any students confused or uncertain about the purpose of the role-play, the situation or their roles?
- What issues were clarified through the role-play?
- What misconceptions might have been presented?
- What questions did the role-play raise?
- What new information do students now need?

