



MONASH
College

Role-Plays

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- 3 example role-play activities (on one theme)
- Explanation & Rationale
- Questions

Happy Village



Activity 1 – Mine is better

- Short and sharp (5 mins)
- Start easy (Summer – Winter)
- Have a fun one (Forks – Spoons)
- Finish on the bridge to your lesson (old people – young people)

Activity 2 – Give them a simple role to play

- If you have time write it out, if you don't then just tell them.
- There needs to be a) something to achieve and b) a difference of opinion / conflict.
- Be sure to separate the groups. Good to take one group outside - helps foster the 'us and them' mentality 😊
- Give them a few minutes in groups to think / check they know what is required in the discussions before putting into pairs and beginning.

The observer

- Observers add an extra element for the speakers. They make them want to perform better!
- Asking them to focus on grammar or errors is difficult.
- They can focus on how well students carry out a task: who was the most persuasive, were they sympathetic, did they ask lots of questions, were they a good listener, how was their body language?
- It's great to check usage of specific words / phrases. Give a list and they tick. A way of leading into a topic and some vocabulary related to that topic.
- Get observers to give feedback

Activity 3 – Group, Regroup, Regroup, Whole Class

- Create a scenario. Tell them (or write and give them). Use visuals. Be enthusiastic. The scenario needs a) something to achieve b) a difference of opinion / conflict
- Group them by role card (one group – same role card). They think about what they want to say. They can practice what they want to say.
- Group into pairs. Role-play
- Re-group into fours (or threes or fives). Role-play
- Lead into group discussion.

Follow Up Questions

- Activities 2 & 3 could both lead into discussion questions.
- Start with a question on the role play just discussed. What do you really think?
- Follow up with other questions. Start simple. Increase levels of complexity
- Ask each group to feedback on one question. Then open up the question to the whole class.

Some more considerations

- Strong students – key/hard roles
- Flexibility in numbers
- Feedback to students
- Academic reasons for doing role-plays
- Double-fear of being judged
- Repetition can be good
- Stereotypes / risky opinions
- Sense of belonging

- Any questions?