

# Session Guide: Etiquette Role Play

## Session Outline

### Description

This session will present learners with complex situations for them to analyse how they should behave and present themselves. They will work in small groups to come up and perform a role play that outlines the situation, demonstrates their complexities and presents what they consider are appropriate manners. They will then provide each other with constructive criticism, identifying both good points and areas for potential improvement.

### Session Objectives

The objectives of this session are to:

- To reflect on what appropriate behaviour and good manners are in a variety of situations.
- To develop self-confidence to perform a role play in front of their peers.
- To improve their team working skills.

### Expected Outcomes

By the end of the session learners will have:

- Considered and discussed a complex situation with their peers
- Outlined the script for a role play.
- Performed their role play to their peers.
- Provided constructive criticism to their peers.

### Areas involved

- Creative Arts
  - Drama
- Citizenship
  - Socio-cultural Activities
- Life skills
  - Self-aware
  - Conflict resolution



- Daily Living Skills

## Activity: Presenting Complex Situations

### Objectives

- To understand that as teenagers and young adults learners will be presented with complex situations

### Expected Outcomes

Learners will have selected a complex situation from a set of situations presented to consider in detail.

### Teaching Instructions

Provide learners with a number of complex situations that they might encounter soon for them to consider how they should behave. These could be:

- Preparing and going to a job interview at a store
- A first day in a new job as a teacher
- Going to a doctors appointment to check something that worries you
- Meeting with local distributor who can sell a product that you make
- Represent your community in a regional meeting

Split the learners into groups of 4 or 5 and ask them to select one of the situations that they think is relevant to them but they have not encountered yet and would like to explore in detail. Each group should explain to the rest of the learners why they chose their situation.

### Suggested Guidelines

- The list presented is only a suggested list. Feel free to come up with other situations or present a selection from the list.

## Activity: Planning the Role Play

### Objectives

- To reflect on what appropriate behaviour would be in a complex situation.
- To plan a role play to demonstrate how they would act in said complex situation.



- To understand the detailed complexities in situations they might encounter in the near future.

## Expected Outcomes

- Learners will have considered in detail a complex situation, identifying potential difficulties they might encounter and how they would act in response.
- Learners will have planned a role play to present the situation, its complexities, the difficulties and appropriate behaviour.

## Teaching Instructions

Each team will plan a short role play that demonstrates the context of the situation and what they believe is good or appropriate behaviour. In their role play they should make sure they outline the full context, present difficulties or challenges and clearly demonstrate what they consider to be the best way to act in such circumstances. There should be a clear main character who is modelling the behaviour while the rest of the team should play a role to create the context. It should contain more than one scene, for example, there could be a scene of the main character discussing with a friend or family member before the situation and then move on to the actual situation itself.

The play should clearly demonstrate what the team considers the best behaviour within their complex situation.

The play should be planned so that it can be performed respecting social distancing.

## Activity: Performing the Play and Providing Feedback

### Objectives

To demonstrate understanding and reflection of complex situations through a short play.

To evaluate their peers' work and provide constructive feedback.

## Expected Outcomes

Students will have performed their play to the rest of the group.

Students will have provided critical constructive feedback.



## Teaching Instructions

Each group performs their play and the rest of the group. Learners then reflect on each performance and provide feedback. The feedback should be constructive and include both positive points and areas for improvement.