

Assessment Event 2: Group Role-Play

Due Week 9

Weighting 20%

INSTRUCTIONS TO STUDENTS

You will be assigned to a group and given a role-play sheet. Your task is to prepare and perform, as a group, the given role-play.

You have approximately 10 – 15 minutes to read through the role-play and to plan and develop your individual and group response to the situation.

You **must** reach a consensus by the end of the time, so designate a group timekeeper.

Read the role play and complete any individual tasks required. This may include ranking items.

Discuss the role-play with the rest of the group.

Act out the situation in front of your teacher and the class. You should reach a group consensus.

The role-play should take approximately **10 minutes**.

After the role-play you are required to write a **short reflection of 250 words** which should include:

- ✓ your initial ranking of the items listed and the reasons for your selection
- ✓ the agreed group ranking of the items listed and the reasons for the selection (where required)
- ✓ the discussion and how the consensus was reached.
- ✓ what role you played in the decisions
- ✓ how you felt
- ✓ if there was any tension
- ✓ how you negotiated
- ✓ the roles different people took on – aggressive, submissive, etc. In other words, were all the strategies and behaviours covered in the Student Manual used?

Return the role plays and any note paper you have used upon completion of the test.

ROLE-PLAY ONE: (FOR FOUR or FIVE STUDENTS)

Decision Making and Team Negotiation

Over the weekend, you and four of your friends decide to go on a one-day mountain forest exploration to search for and catalogue unusual plants and insects for a school project. You start before dawn and hike up into the mountains to video the sunrise. You spend a very successful day working on your project, and finally, it is time to start the long hike home. Suddenly, one of your friends screams out in pain! They have been bitten by a deadly snake and need proper medical attention immediately! You still have 30 km to hike home and your phone shows no signal! You will all need to carry your friend and make your way out of the thick forest as quickly as possible in order to reach mobile signal range and call the emergency number. To do this, you will need to lighten your bags and keep only the most critical items for the difficult 30km trip. In order to save your friend's life, you will all need to run fast for the remainder of your return journey - but you will risk injuring yourselves.

Decide and agree on your strategy for saving your friend's life without injuring yourselves in the process. Below are listed the 18 items in your bag. Your task is to rank them in order of their importance for your group to ensure that all of you make your way out of the mountain forest safely. Place the number 1 next to the most important item, the number 2 next to the second most important, and so on through to number 18 for the least important.

Your ranking	Items	Group ranking	Your ranking	Items	Group Ranking
	Box of matches			Warm Jacket	
	15 meters of nylon rope			Bottle of water	
	Whistle			Compass	
	Notebook and pen			Torchlight	
	Plastic containers with unique plants and insects collected			First aid kit, including injection needle	
	Smart phone with video camera			Solar-powered FM receiver-transmitter	
	A bottle of insect repellent			Ground sheet	
	Hand saw			Mirror	
	Candles			Shovel	

ROLE-PLAY TWO: (FOR FOUR or FIVE STUDENTS)

Decision Making and Team Negotiation

You have all decided to participate in a science experiment in which you will be frozen and brought back to life again in the year 3000. Look at the list of items below and decide which of these items will change the most by the year 3000. Rank them in order of degree of change. Number 1 is the highest degree of change; number 10 is the lowest degree of change. Then with your group agree on the five items with the highest degree of change. Each group member will choose one item and describe the changes to the others, and why they think this is so.

Your Ranking	Items	Group Ranking	Your Ranking	Items	Group Ranking
	Culture			Language	
	Religion			Transport	
	Weather			Education	
	Communication			Medicine	
	Employment			Technology	

ROLE-PLAY THREE: (FOR FOUR or FIVE STUDENTS)

Decision Making and Team Negotiation

You and four of your friends would like to share a house when you become independent and have good jobs. You decide to work out how you could all afford to live comfortably together in the house. You all agree to contribute \$600 each towards a monthly budget for this house. Your total monthly budget is \$3,000.

Below is a list of 15 items you would all like to include in your monthly budget to live comfortably together. Their cost cannot be changed. Your task is to rank the items in order of their importance for your group so you can plan a budget for your monthly expenses. Then as group, agree on the items that should be included in your monthly budget. Write number 1 next to the most important item, then the number 2 next to the second most important, and so on through to number 15 for the least important.

MONTHLY COST PER ITEM

Item	Cost	Your Ranking	Group Ranking
Food and drinks	\$850		
Shared car	\$250		
Entertainment room	\$50		
Internet connection	\$80		
Gym Equipment (Rented)	\$30		
House Rent	\$1500		
Monthly house parties	\$200		
Electricity bill	\$70		
House decorations	\$30		
Toiletries	\$40		
Cleaning detergents	\$50		
Home telephone	\$60		
Pet food and care	\$65		
Water bill	\$55		

ROLE-PLAY FOUR: (FOR FIVE STUDENTS)

Decision Making and Team Negotiation

A massive global earthquake has just occurred. You and 4 other people are the only people left on Earth. You all find shelter in the basement of an old building that was only partially damaged.

However, you soon realise that there are not enough resources for all of you to survive. If two of you wish to survive for many years, three of you will have to leave soon. If all of you stay, then you will all only live for a maximum of 2 years.

To leave the building is to face certain death. In the building, you have the following facilities:

- sewage system
- water
- seeds
- some clothes
- a few books
- some medical facilities but no operating equipment
- a greenhouse

In the basement, the following roles will be played out. Each person in the group of five will play one of the following roles. Decide who in the group will perform which role before you begin.

- A. a scientist
- B. an army officer
- C. a religious leader
- D. a very young girl
- E. a doctor

In your group of five, each of you has a chance to speak. You must present your case. Explain why you think you should live. Argue for your life, unless you really want to sacrifice it for others. Listen to the other arguments as well.

Adapted from: *Nuclear Holocaust* [online]. Available at:
<http://wilderdom.com/games/descriptions/NuclearHolocaustWhoShouldSurvive.html> [Accessed 23 April 2012]

Assessment Event 2: Group Role-Play

Assessment Criteria and Marking Sheet

Student Name: _____

Student Number: _____

Date: _____

ROLE-PLAY PERFORMANCE							
Clarity of Argument <ul style="list-style-type: none"> a considered response clear reasons for reaction to scenario presenting reasons in a clear, concise and controlled manner 	5	4	3	2	1	0	
Raw Mark							/5
Communication of Ideas <ul style="list-style-type: none"> appropriate group communication strategies (e.g. active listening, discussion skills, conflict handling, negotiation, group rules and decision-making) 	5	4	3	2	1	0	
Raw Mark							/5
Total Mark (Role Play)							/10
Note: Every student will bring to each role-play their own individual interpretation based on their values and beliefs. Consideration for the difficulty and challenge presented by 'performing' a role-play in front of one's peers must also be considered.							
SHORT REFLECTION							
Written Response <ul style="list-style-type: none"> a logical and organised response explain what happened explain your role and how you felt about it 	5	4	3	2	1	0	
Raw Mark							/5
Total Mark (Reflection) - Raw Mark x 2							/10
Marking Scale <ul style="list-style-type: none"> 5 - Outstanding demonstration of the criteria 4 - Very good demonstration of the criteria 3 - Adequate demonstration of the criteria 2 - Less than adequate demonstration of the criteria 1 - Poor or Inadequate demonstration of the criteria 0 - Not attempted 							
Marking System Record the marks on this sheet and then transfer them onto the Student Assessment Event Record Sheet in the Class Record Book.							
FINAL MARK : Total Marks (Role-Play + Reflection)						/20	
Comments: <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto; text-align: center; line-height: 40px;">/20</div>							