

# Teaching in Role Techniques

**Pack 4 of 5: How to creatively explore arguments for and against moral dilemma, character thoughts/ emotions and consequences of events**

A resource pack for Primary teachers

August 2018

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## About Teaching in Role

'Teaching in Role (TiR) is an invaluable technique for shaping the dramatic process and developing student's learning. Simply put, the teacher or facilitator assumes a role in relation to the pupils. This may be leader, an equal, or a low-status role.' (David farmer, 2014)

Teaching in role allows teachers (and facilitators) to become part of the dramatic action to stimulate, engage and challenge pupils within their learning. By 'playing' alongside the pupils as the expert, equal or learner the teacher endorses this style of learning therefor making it more appealing and valuable.

## About this Resource Pack

This resource pack contains a number of suggested Teaching in Role activities related to literacy that can be used as part of your lesson plan. These activities are designed to develop confidence and increase engagement in the chosen topic or text.

This pack focuses on how to introduce the text and begin to creatively explore the setting. You can pick and choose which activities you would like to do depending on the specific outcomes you would like to achieve, allocated time and individual needs.

Each activity can be carried out in isolation, but also includes some example follow-on drama and literacy activities that complement or develop the original technique.

## Decision Alley

### How to do it

The class forms two lines facing each other. One person (the teacher or a participant) is in role as a character who has a dilemma of some kind or a decision to make. As they walk between the lines each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, s/he makes her decision.

This is a useful technique for exploring any kind of dilemma faced by a character. It is a fun and active game that helps the children to generate ideas for persuasive argument/ reasoning and understanding a character's possible motivations.

### Why do it?

- Teamwork and collaboration
- Speaking and listening
- Inferring and deducing
- Creativity
- Performing
- Improvisation
- Confidence building
- Immersive

### Follow on activities

#### Literacy

- Diary entry
- Letter writing
- Persuasive argument

#### Drama

- Hot Seating – see pack 2, page 5
- Boxing Match – see page 5
- Forum Theatre – see page 6

## Boxing Match

### How to do it

Split the children into two groups and chose one person from each group to be the 'boxer'. The rest of the group is his/her team of coaches. The boxers step forward and present their argument for or against a particular topic. After each has said a few things or one/ both groups get stuck for what to say, the teacher rings the bell for the end of the first round. The boxers retreat to their 'corner' to have a few minutes to prepare ideas and arguments for the next round. After two or three rounds the groups switch and debate the other side.

This is a useful technique to debate an issue framed in a fun, active game involving the whole class. Children have to continuously come up with better persuasive arguments and when/if they switch at the end, they are challenged to empathise and understand the counter arguments.

### Why do it?

- Teamwork and collaboration
- Speaking and listening
- Debating
- Inferring and deducing
- Creativity
- Performing
- Improvisation
- Confidence building
- Quick response

### Follow on activities

#### Literacy

- Letter writing
- Persuasive writing

#### Drama

- Hot Seating – see pack 2, page 5
- Free Play/ Replay – see pack 2, page 9
- Flash Back, Flash Forward – see pack 3, page 5

## Forum Theatre

### How to do it

A short scene or role play is enacted where there is some kind of conflict and one of the characters does not achieve what they want. Replay the scene again. This time the children can shout stop at any time and suggest what the actor should do or say differently to try to achieve a better outcome. Once you have done this once or twice, the children can be asked to step into the role and replace the actor to demonstrate their idea themselves.

This activity develops communication skills as the children experiment with tone of voice and physical expression, as well as trying out strategies and finding solutions. It allows them to demonstrate their own ideas physically and creatively.

### Why do it?

- Teamwork and collaboration
- Speaking and listening
- Inferring and deducing
- Creativity
- Performing
- Debating
- Improvisation
- Directing
- Confidence building

### Follow on activities

#### Literacy

- Script writing
- Persuasive writing

#### Drama

- Mock Trial – see page 7
- Devising
- Boxing Match – see page 5

## Mock Trial

### How to do it

The class conducts a mock trial for one of the characters in the text. The teacher models being the 'accused' first, then children play the other roles such as Judge, lawyers, witnesses, jury etc. This can be a simple classroom task of hot seating or a more developed task where witnesses have to write statements, lawyers write opening and closing arguments, journalists write news articles and the jury have to debate the characters' innocence or guilt.

This activity gives the children an opportunity to play roles and deepen their understanding of characters and events in the story. It can support many written tasks as mentioned and give more purpose for learning as well as increased engagement.

### Why do it?

- Teamwork and collaboration
- Speaking and listening
- Inferring and deducing
- Creativity
- Performing
- Debating
- Improvisation
- Confidence building
- Develop vocabulary
- Develop knowledge on topic

### Follow on activities

#### Literacy

- News report
- Narrative
- Persuasive writing
- Descriptive writing
- Script writing
- Instructional writing

#### Drama

- Devising
- Forum Theatre – see page 6
- Free Play/ Replay – see pack 2, page 9