Roleplaying Activity

OVERVIEW

This activity will inspire advanced learners to build their conversation skills, by having them role play and improvise dialogues in the language. Improvisation with others also builds group creativity, connection, collaboration and trust in learning communities. This fun and engaging activity is sure to expand language development skills beyond everyday conversations. Roleplaying builds language learners' confidence and willingness to take risks, use the words they know, and to master new words, all while staying in the Anishinaabemowin language.

LEARNING GOALS

- Learners will develop their ability to think in the language on the spot.

- Learners will gain experience saying the words and phrases they already know.

- Learners will engage in back and forth dialogue with peers.

- Learners will gain confidence in their ability to communicate in the language.

- Learners will identify areas of the language they would like to study further.

- Learners will gain experience staying in the language as much as possible.

MATERIALS

- A group of learners who are able to make sentences and understand phrases in the language

- Advanced learners or first language speakers who are able to support and facilitate the conversation

TIME REQUIRED

20 Minutes

STEPS TO FOLLOW

1. Explain the activity to the participants. Small groups will act out a scene and will make things up as they go.

2. Identify a small group of players that will be part of the first roleplay scene. Select at least one first language speaker or advanced learner to lead and support the conversation.

3. Provide the setting of the scene and identify a role for each participant. Make sure they understand their roles.

4. Pick a good time to end the scene.

5. Encourage the participants by responding to their skit. Clap for them and tell them they sound good and that they did a good job.

6. Continue identifying small groups to take turns until everyone has had a chance to participate.

Note: During the role plays, the teacher does not say anything, except to assist when players are struggling with words or when they ask for help. Give the participants time to help each other.

Role Play Scenario Examples:
- Household chores - child and parent
- Dining in a restaurant - a couple
- Getting up - child and mother
- Going to bed - a couple
- Waiter / Customer
- Celebrity Interviews
- Child / Parent - in the morning.
- Checking into a Hotel - 2 guests and 1 clerk
- Husband and Wife at home arguing about where to go eat
- Fortune Teller and client

ADAPTATIONS

1. A skit can be prewritten for the learners to read or study ahead of time.

2. Students can be given a context and prepare a number of sentences in advance of the role play to help them transition into more spontaneous dialogue.

3. Advanced students might enter into the role play without knowing the context and would need to follow the cues of the skit leader (who would be the only one to know the context).

4. The audience could participate in the activity by having to guess the scene (where it has not already been shared with them).

See the Roleplaying Video at https://youtu.be/Clv_J0SXntw for a demonstration of this activity!

"IMPROV IS ALL ABOUT REMOVING THE SENSE OF FAILURE. IN ORDER TO GROW, YOU HAVE TO FAIL. IN SOME IMPROV CLASSES, WHEN STUDENTS GET THAT FEELING OF "I SCREWED UP" THEY TAKE A 'FAILURE BOW' - A BOW, PAIRED WITH THE DECLARATION "I FAILED!" THE REST OF THE CLASS WILL CLAP AND CHEER, AFFIRMING THE CHANCE THAT WAS TAKEN."

Jen, Oleniczak, "Improv(e) your teaching" (January 20, 2013)
https://artmuseumteaching.com/2013/01/20/improve-your-teaching/