

Y4II4Y – role play methods and tools

Session name	Walk a mile in their shoes
Themes	Social inclusion, Xenophobia, Discrimination
Group size	10-15
Overview	We all are behaving differently in society, the aim of role play to promote understanding of excluded social groups. The role play allows voluntary participation of different roles, which can be changed on the time of acting. Issues of stereotypes are addressed and they influence on empathy.
Time	60 minutes 10 mins energizer 5 – 10 mins for explanation 10 mins prep scene 10-15 mins for each role play (30-45 mins total) 15 min for evaluation
Objectives	<ul style="list-style-type: none">✓ Raise awareness of marginalized groups✓ Describe and present real-life examples of discrimination✓ To promote empathy with others who are different✓ To encourage non-violent resolutions
Materials	<ul style="list-style-type: none">○ A4 papers○ Scissors○ Markers○ Pens○ Duct tape
Preparation	<ul style="list-style-type: none">▪ Make the role cards!

INSTRUCTIONS

- Explain to the group the basic idea of the workshop. Present the idea of the 3 situations along with the function of the roles.
- Place the people in to 3 groups (3-4 people). Give them the examples and assign for trainer to each group for support.
- Trainer should offer guidelines to the group in order to create the proper atmosphere, while offering suggestions if asked.
- During the role plays encourage the audience to actively participate. Switch roles and participate.
- After each role play use up to 5 minutes as an intermediate “evaluation” questions: How hard was it for you to arrange the scene? Was it difficult to play the “bad” guy? Could this happen/does it happen in real life?
- At the end offer the change for a full evaluation. Ask participant to discuss other forms of exclusion and how to combat it.

Description of situations:

1. Bus: There is a group of people riding a bus. The Roma person is standing begin the aggressive passage. The aggressive passage notices that his wallet is missing, He then immediately turns to the Roma person and asks in an aggressive way if he stole the wallet. Then he proceeds to try and search the Roma person. Passenger Nr.2 at this point tries to step in as a neutral logical person in an attempt to calm the situation.

Roles: Passenger 1; Passenger 2; Bus driver; Roma person

2. School/university: A mother and her child are called in to the principal's office for a meeting. The "child" is on a wheelchair. The principal informs them that the "child" cannot attend the school. The mother asks why this is and is not given a satisfactory answer. An argument begins about the real reason for the denial. The secretary at first takes the principals side, but appears more "neutral".

Roles: principal; student; parent; secretary

3. Bank: A fully covered Muslim woman enters the bank and approaches the bank teller. The woman asks to open an account. The bank teller responds that the woman must uncover her face (rude way, since it is bank policy. The muslim refuses, saying it is against her religion. The teller calls security, asking the guard to remove her. The guard attempts to convince her. Quietly and calmly. A bystander sees the developing scene, joining in to attempt to help in resolving the situation.

Bank policy: No person entering the bank should have their identity concealed.

Roles: Bank teller, bystander, Muslim woman, security guard

Outcome of the session

- Increased awareness of excluded groups of minorities
- Highlight difficulties faced by marginalized groups
- Increased understanding of volatile situations concerning marginalized groups and minorities
- Increased problem solving skills within the context of marginalized groups and minorities.

TIPS FOR FACILITATORS

To properly address the method facilitators/trainers must pay attention to the flow of the sketch/play. If the play seems to stagnate the team can take two options. Either to reset the play and allow others to join in from the beginning, or pause the play and give the instruction to find a specific solution. Also if needed, the training team should motivate the audience to participate. Encourage them to express themselves openly within the theme of the play.

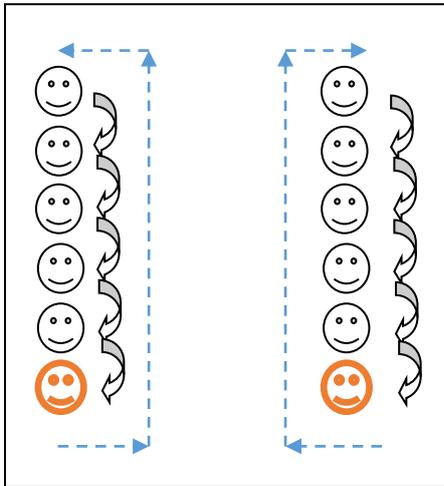
DEBRIEFING

The debriefing should be done within a frame of 15 minutes. It should entail the following questions:

- How did you feel?
- Was it difficult to live in to the role?
- Was it difficult to play the role of victim?
- Was it difficult to play the role of the abuser?
- Do you think these situations can and/or do happen in real life?
- Do you think you learned something new about fighting for inclusion?
- Was it difficult to take the initiative to help resolve the issue?
- Do you feel more confident now to combat exclusion if you would see it in your life?

ENERGIZER

THE HUG



Leading person (facilitator) gives a signal/impulse, which starts a chain of hugging in the row, when action has reached the end of row, last person takes the first place in row. The energizer ends when one of rows has reached starting position.

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