



Education and Culture DG

Lifelong Learning Programme

<b>Title</b>	<b>Role play “different styles of communicating”</b>
<b>Time</b>	90'
<b>Material</b>	Paper, pens, flipchart, rooms for consultation of different groups
<b>Description</b>	<p>Case example (cf. <a href="http://www.inpro-childcare.eu/">http://www.inpro-childcare.eu/</a> ); group divided according to different participating parties in the case. 2-3 people- are observers of the whole process and take notes (trainer gives instructions about what each of them is to observe, i.e. how are the parents involved, how much is each party involved, atmosphere of interaction, leadership role recognizable?, terminology employed? Etc.).</p> <p><u>Phase 1</u> (25 min): participants get different instructions and for each role prescriptions for the particular vocabulary, expressions and expert terminology to be used in talking about the development of the child in the case: e.g. kindergarten teacher is asked to take a strengths-oriented perspective, the early childhood pedagogue a deficit-oriented perspective, parents (...), kindergarten headmaster (...) etc. Each participating group takes time to identify with their respective role. Instructions and role descriptions may only be discussed within one’s own group.</p> <p><u>Phase 2</u> (20 min) Involved parties start an exchange with one another, either individually or in a big meeting (group decides how they want to proceed), reflecting a realistic way of proceeding in the case.</p> <p><u>Phase 3</u> (25 min) Participants, still in their respective roles, are being asked how they felt during this process (trainer). Observers are asked to share their observations connected to the questions they were asked/the focus they took.</p> <p><u>Phase 4</u> (20 min) Participants step out of their roles, trainer facilitates reflection of role play, among others regarding strengths vs. deficit orientation.</p>
<b>Aims</b>	<p>Develop sensitivity for different ways of perception and interpretation involved in working in a case. Deepen understanding of how influential one’s own emphasis and approach is (e.g. strengths or deficit orientation). Raise awareness for differently employed terminology, ensuing difficulties (i.e. misunderstandings), but also different perspectives expressed through the language. In a second step, explore and develop possible ways to overcome these differences.</p>
<b>Reflection</b>	<p>Trainer needs to make sure each participant stays in their roles to get into their particular perspective and experiences. It is especially important that participants really identify with their roles and take enough time to familiarize themselves with the role prescription at the start. Important that no exchange between different parties before the role play begins.</p>