



Education and Culture DG

Lifelong Learning Programme

Title	Role play “Stepping into the parents’ position”
Time	90’
Material	Paper, pens, flipchart, rooms for consultation of different groups
Description	<p><u>Phase 1</u> (30 min) Trainer provides case example (see www.inpro-childcare.eu); group is divided into participating roles (e.g. teachers from elementary school, medical doctor examining preschool children for school entry, kindergarten teachers, parents etc.), each set of roles receives a role description and respective directions for acting. Each party takes time to identify with their respective role. The “alter egos” have to wait for the role play to begin. Groups do not discuss their roles and tasks with one another. Possible to consult with trainer for clarification</p> <p><u>Phase 2</u> (40 min) The participants decide what to do in the situation: e.g. each group continues work on its own, call for a meeting of all, ask parents to come in for a talk, dispersing information through the mail and to whom? etc. Trainer interrupts role play twice, each time parents are interviewed (with the help of the “alter ego”, see below) how they are doing, what they are perceiving, how they feel etc.;</p> <p><u>Phase 3</u> (20 min) Trainer asks each participant, still identifying with their role, how they felt during the role play, stresses key learning aspects of the exercise</p>
Aims	Heighten sensitivity for the situation and concerns of the parents. Reflect on one’s own ways of proceeding and approaching parents, perhaps taking for granted how they “should feel” and what they “must think”
Reflection	Trainer needs to make sure each participant stays in their roles to get into their particular situation 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.