

## Appendices

*Note:* These Appendices are full size, color, and ready-to-use. However, unless you have PDF editing software, you will need to re-create the application (Appendix A).

*Appendix A:* This is discussed in Chapter 3 under Recruiting. This is one example of the information and sign up sheet for the role play group. It has been tweaked over the years to emphasize the need for self-control and trying new things. In this example, the start and due dates, meeting day and time, leader name and contact information, need to be replaced with your information.

*Appendix B, C, D, E, and F:* These appendices are discussed in Chapter 4 under Five Presentation Items and are to be used in the first two or three group sessions. Respect (Appendix B) is the global value, under which the other six values (Appendix C) can go. The three steps to role play are illustrated in Appendix D, and the two keys for role play are presented in Appendix E. Appendix F considers the concept of moving forward in terms of getting the members to grow socially and emotionally.

*Appendix G:* This goes with the Quest role play described in Chapter 6 and is necessary for it. You will need just one copy when you do this activity.

*Appendix H:* This one goes with the Taxi Driver creative activity in Chapter 8 and is necessary for it. You will want to make as many copies of this as you have group

members. Copy them front and back so your group can do it twice if they want to.

*Appendix I:* This goes with the Who Am I? creative activity discussed in Chapter 8. You will want just one copy of this to mark up as you progress through this creative activity. Feel free to add and delete items as people go in and out of child awareness over time.

Appendix A  
Information and sign-up sheet

# !!!ROLE PLAY!!!

FOR 3<sup>rd</sup> YEAR LOWER ELEMENTARY

Creative Activities Teaching Social Skills and Self Understanding

Wednesdays, 2:45 - 4:15. Starts September 21<sup>st</sup> - Thru May

(HOW I RUN THE GROUP) READ THE BOOK! (ALL THE ROLE PLAYS I USE)

AVAILABLE IN THE LIBRARY & FOR SALE IN FMES STORE

Application Deadline: SEPTEMBER 14<sup>th</sup>

FREE! Regular Attendance Expected. No more than 8 participants. FREE!

**Pre-Requisites: Participants MUST be able to use self-control and have a positive attitude.**

Acting skills helpful but not necessary. Willing to try new, sometimes hard things. No roughhousing. Humor recommended!

*Read Testimonials from FMES Parents and Professionals on the Reverse Page!*

**Who Makes a Good Match for Role Playing? [Parents, please help child understand this.]**

It is important that the child understand the goal of role play is self-understanding or learning about yourself, and that self-understanding occasionally might involve trying something new or taking a role that feels a little uncomfortable or difficult. That is how one grows and learns about one's self. Role play creates opportunities which can be tried out in a safe and non-failure environment. The group comes first. A child who has difficulty going along with the group majority would not be a good match for role play.

I encourage the members towards self-control, and they lead the group as much as possible. I challenge them to work together to solve problems and to try new and different roles, even if it makes them feel a little uncomfortable for a few moments. I allow no put-downs.

## **Examples of Role Plays**

Adventures in Aftercare: 2 students are aftercare workers and step outside the room while the rest of the group create typical scenarios such as a student won't share, said something mean, etc.

Restaurant: Waiters and chef get things wrong.

Self-Empowerment: Parents forget how to take care of themselves; child must help parent.

Robot science experiment: Create a robot, teach it to have feelings and interact with others.

Aliens!: Peaceful first contact; aliens land in a park. How do you communicate?

Micro Role Plays (short, under 3 minute, role plays): Family, school or other scenarios such as family dinner, want to stay up later, care for your sister/brother, sibling disagreement, home alone, sent to office at school, public school student visit, emergency room visit, convince a fisherperson to throw you back, etc.

**Who am I?** I am Dr. Christopher Glenn, Research Director (Retired) at FMES. This is my 33<sup>nd</sup> year of role play at FMES. My background is in counseling and psychology.

I am usually only at the school once a week, on Wednesdays for role play. I would ask you to communicate directly with me, via phone or email, rather than leaving notes for me at school. I can be reached at xxx-xxx-xxxx or by email at cglenn@xxxxxxxxxx.com.

Please complete the attached form and leave it at the receptionist desk in the entryway.

**From Parents (pertinent to role play):**

Role play is my child's favorite activity of the week. I love how it builds her confidence without her even realizing it, but it also has helped her work out problems at home and with friends. What she's learning about group work now she will carry with her into college and in any career she chooses. **(Allison McCormick, parent, FMES)**

My daughter's imagination, creativity, and cooperation skills have been greatly enhanced through her participation in Dr. Glenn's Role Play classes. She has had a wonderful time and doesn't even realize that she's learning. Bravo! **(Elizabeth Rouffy, parent, FMES)**

My daughter has raved about it all through the year and wishes she could continue taking part! She even brings some of the role play 'games/scenarios' home and makes the whole family play along and experience it. That tells me that these sessions have had quite an impact on her. **(Sheela Preuitt, parent, FMES)**

**From Professionals (pertinent to the book):**

Through extensive research, and grounded in everyday classroom practice, Christopher Glenn, Ph.D. the author of this book explores important issues surrounding role-playing within a Montessori curriculum and environment. The book presents children's views on, and responses to their role-play environment, alongside examples of good classroom practice. The author presents the child's perspective on play in schools throughout, and argues firmly against a formal, inflexible learning environment for young children. Dr. Glenn presents a work integrating the work of Maria Montessori into an environment of play, creative activities and guided Imagery. This book will be fascinating to all students and teachers in the field of education and in early childhood studies. Researchers and course leaders will also find this book a source and guide for role-playing within any educational environment. **(Therese Gutting, administrator, Franciscan Montessori Earth School/St. Francis Academy, Portland, Oregon)**

I am delighted to be able to recommend Role Plays and Creative Activities: Teaching Social Skills and Self-Understanding. Every day I am contacted by parents of gifted children who are having trouble fitting in with their age-mates or coming to terms with themselves as 'outside the norm.' Although it is designed for neurotypical children, I believe a program such as the one described would be a perfect intervention for gifted children, who often have significant emotional and social needs due to their unusual learning styles. A role play group such as the one described in the book could help them work out how to get along in a world that sometimes feels alien, because few others see the world the way they do. As an educator, I also appreciate the tips for using these activities in a whole-class environment as well as in a dedicated extracurricular program. I look forward to being able to share this book with our local Gifted Youth Coordinators to enhance their work with our young members. **(Lessa J. Scherrer, National Gifted Youth Coordinator, American Mensa, Ltd.)**

Christopher Glenn has written a very useful and engaging book on the use of role playing with children. He thoughtfully and wisely informs the reader with explicit detail about how best to conduct role playing activities (as well as other creative pedagogical designs), attending to the concrete details of how to set up such activities, how to explain their nature and processes to children, and how to debrief them for the greatest educational advantage. The book contains a large number of specific role play designs, with the author's notes about when in the course of a school year they might be used (early, later) and at what age levels different activities might best work. Advice also is provided to the educator wishing to develop her/his unique activities.

This book is a fount of wisdom, gained from the author's vast experience as an educator. It will be very useful to school teachers, social workers, and counselors working with children and to parents seeking home activities that might buttress children's personal, interpersonal, and civil learning at school. **(Mark Chesler, coauthor, Role-Playing Methods in the Classroom)**

IF YOU PLAN TO ATTEND GIRLS BASKETBALL IN JANUARY, PLEASE DO NOT SIGN UP.

Times for girls basketball and role play overlap. I do not allow kids to leave early because it disrupts the psychology of the group, and the debrief at the end is important.

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Role Play Application

(Deadline: SEPTEMBER 14<sup>th</sup>)

I would like my child to participate in Dr. Chris Glenn's Role Play group, every Wednesday after school from 2:45 to 4:15. If I need to cancel a week, I will try to let Chris know, by email or phone. **I will talk with Dr. Chris if I decide to quit the group.**

Parent Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Parent Email: \_\_\_\_\_

How often do you check your email?

\_\_\_\_\_ Two or more times a day

\_\_\_\_\_ Once a day

\_\_\_\_\_ At least every couple of days (i.e., okay for contact if not urgent)

\_\_\_\_\_ Less often than the above (i.e., not a good way to contact me)

\*\*\*\*\*

Student Part (Parent, help child understand this if necessary)

My mom or dad has talked with me about role play, that it is usually fun but sometimes challenging, and that sometimes I have to go along with the group. I would like to participate in Dr. Chris' Role Play group, every Wednesday after school from 2:45 to 4:15. I hope to come almost every week. If I decide to quit role play, I will talk with Dr. Chris about it.

Student Signature: \_\_\_\_\_

# Respect:

✓ **Role Play Group**

✓ **Each Other**

✓ **Your Self**

- 1. Respect**
- 2. Patience**
- 3. Forgiveness**
- 4. Flexibility**
- 5. Understanding**
- 6. Communication**
- 7. I-CAG-WIW**

# 3 – STEPS For Role Play

- 1. Choose Topic**
- 2. List Roles**
- 3. Choose Roles**

# ROLE PLAY

## Keys To Make It Work:

Feel Your Character's  
Feelings

Would My Character  
Say or Do That?

Progress

Or

Regress?

ProGress = Move Forward

ReGress = Move Backward

**Appendix G**  
**Quest**

**Role Play: Quest**

**Scenario:**

[Younger ages:] We're going on a Quest for either a way to end world hunger or for treasure. Which one?

[Older ages:] We're going on a Quest for...something. Let's first decide what our quest is for. It could be something physical like treasure or your kidnapped parents, or it could be something else like a way to end world hunger or gain self-confidence.

**There are [number of group members] obstacles you must work through:**

1. Valley of Fog
2. Wind Mountain
3. Wall of Fire (20 feet wide)
4. Flood Plane
5. Crack in the Earth (10 feet wide)
6. Tornado Alley
7. Quick Sand
8. Earthquake Country

**For each obstacle:**

[Younger ages:]

1. Choose a group leader.
2. Do it once to find out what you need to do it right.
3. Do it again after gathering supplies.

[Older ages:]

1. Choose a group leader.
2. Brainstorm and discuss options and ideas.
3. Make your plan.
4. Gather supplies.
5. Do It.

**Rules:**

You must work as one group. No one is allowed to work on their own.

You cannot go around any obstacle. You must pass through each of them.

No mechanical devices (no motors or engines).

You can carry more than you normally can, but nothing absurd like a helicopter.

If you are injured, you stay that way for the rest of the role play.

If you die, you are out of the rest of the role play. But you can watch.

**Appendix H  
Taxi Driver**



**7            11            3            13            17            4            10**

**16            9            1            6            18            2            19**

**14            5            12            8            20            15            21**

**Appendix I**  
**Who Am I?**

Easter Bunny	R2D2
Harry Potter	Mickey Mouse
Snoopy	Barney
Princess Lea	Tarzan
Darth Vader	Cinderella
Albert Einstein	Snow White
Rudolf Reindeer	Pocahontas
Scooby-Doo	Sherlock Holmes
[School Principal]	Sleeping Beauty
Mini Mouse	Rapunzel
Queen of England	Robin Hood
Sponge Bob Square Pants	Peter Pan
[School Vice-Principal]	Pinocchio
Fred Flintstone	Wizard of Oz
Santa Claus	King Arthur
Gandalf	Little Red Riding Hood
Charlie Brown	Dumbo
Tinkerbelle	Alice in Wonderland
3CPO	Hercules
Bugs Bunny	Mary Poppins