

PLAY IT, SAM.

Krista Johnsen Mikos

Lecturer, School of Public Service, LAS

CoachKrista@gmail.com

708 MY COACH (692-6224)

Play it, Sam

- Use of short, successive, role-playing scenarios for student success



Why?

- In the world of ideas, being able to sell your ideas is vital
- Short, successive role-plays allow students to practice 'selling' or advocating for their ideas



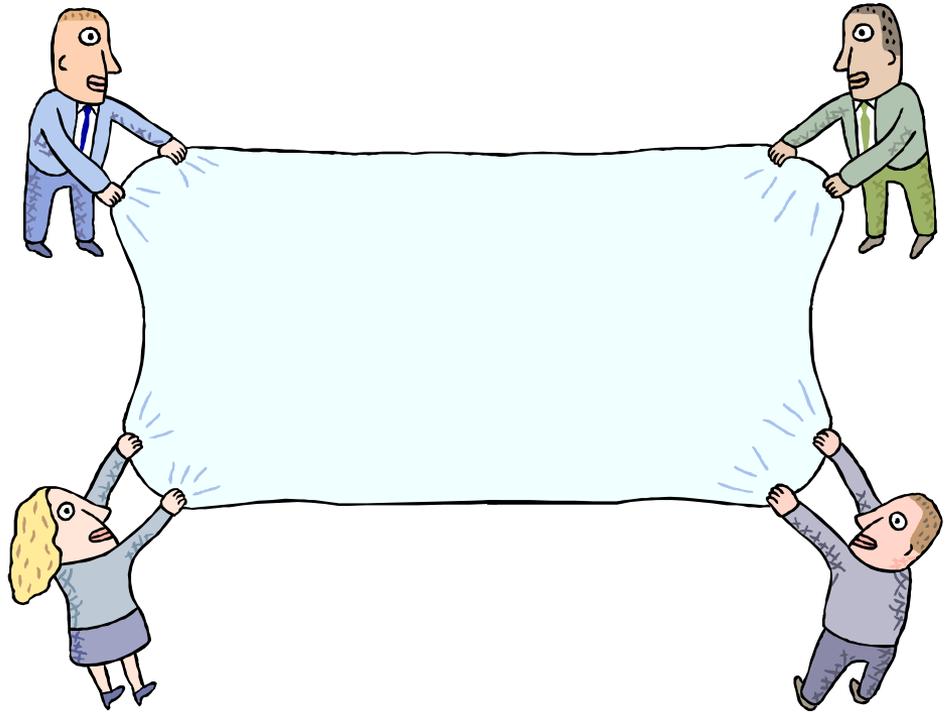
How?

- Set expectations about how to role play and how to give feedback
- Create the safe space for mistakes and learning
 - (Students won't want to risk extending themselves if they are going to be shot down)



Steps to Creating Safe Space

1. Proclaim it as such
2. Maintain it as such



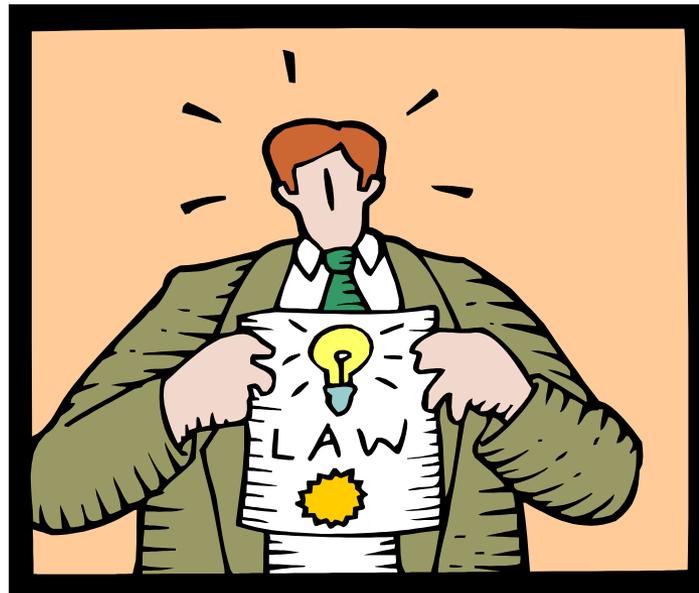
Applications in “Advocacy and Lobbying”

1. Write an Advocacy Letter
2. Use that letter to ‘mock advocate’ to another student in class
3. Advocate for a Cause in class
4. Advocate for a Cause in real life
5. Write an After Action Report and discuss the learning in class



Key Elements for Advocacy

- Strong, opening statement and body language that connects
- Clearly worded and concise 'ASK' near the beginning
- Short, compelling facts and personal story
- Convincing closing with a re-phrasing of the 'ASK'



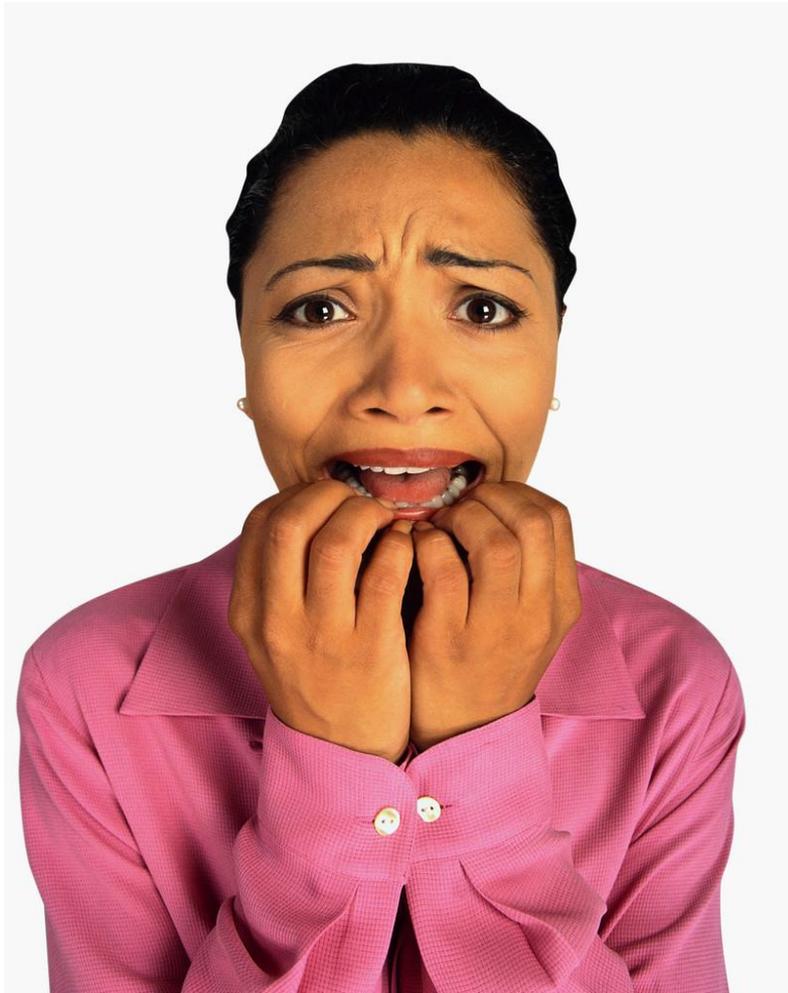
Short

- Each role play should be only a few minutes
- Encourage engagement but keep it short so everyone gets a chance without taking up too much time
- Students lose interest when others talk on too long



Overcoming Glossophobia

- Fear of speaking in public



Successive

- Desensitization
 - Includes vicarious desensitization
- Builds skills
- ‘Taking baby steps’ and ‘chunking it down’

Your turn – short, successive role-plays

- Divide up into groups of 6
- Pair up within your group



Your turn

- In each pair: one 'student' and one 'professor'
- At the chime, one pair stands up in front of the other four group members
- For those not standing, observe and be ready to give constructive feedback-- what worked, what didn't



Set up

- At the end the role play, the chime will sound
- Next, everyone give 'the student' feedback on his/her advocacy until you hear the chime sound which will signal the next pair to stand up and role-play

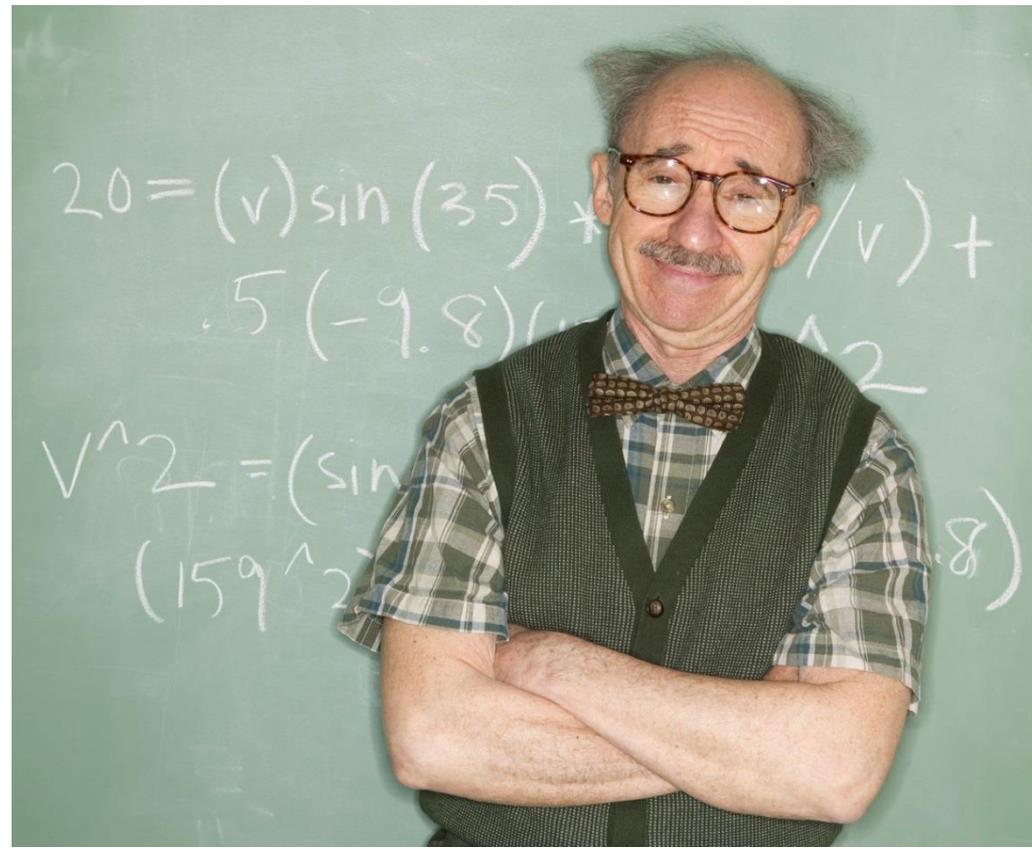


Set up

- When all three groups have gone, then switch roles for the next three rounds – the professor becomes the student and vice versa
- We are still giving feedback after each student has advocated

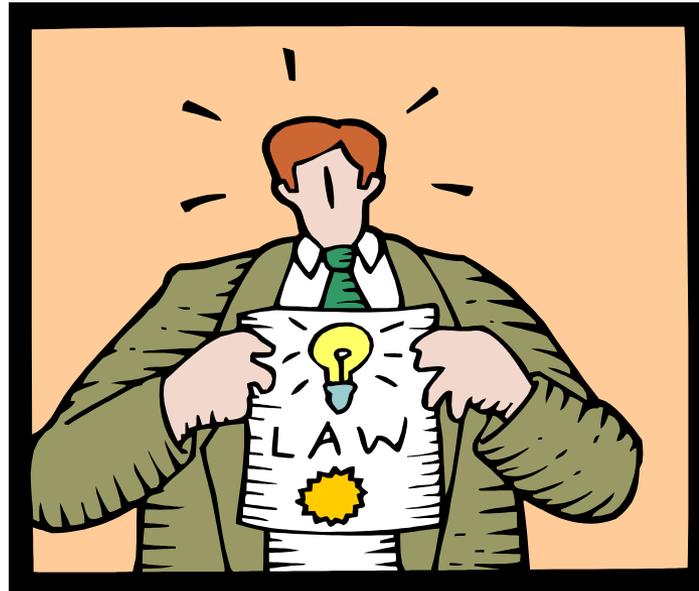
Role Play Scenario

- You are student who believes you have unjustly received a bad grade on an assignment. Advocate to your professor about why you deserve a better grade.



Key Elements for Advocacy

- Strong, opening statement and body language that connects
- Clearly worded and concise 'ASK' near the beginning
- Short, compelling facts and personal story
- Convincing closing with a re-phrasing of the 'ASK'



Discussion

- How did it feel to be the student?
- How did it feel to be the professor?
- What can you say about the feedback?
- What insights can you share?



Idea Party (credit to Barbara Sher)

- How can you use more short role-plays in **your** classroom?

