

# PLAY IT, SAM.

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# 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



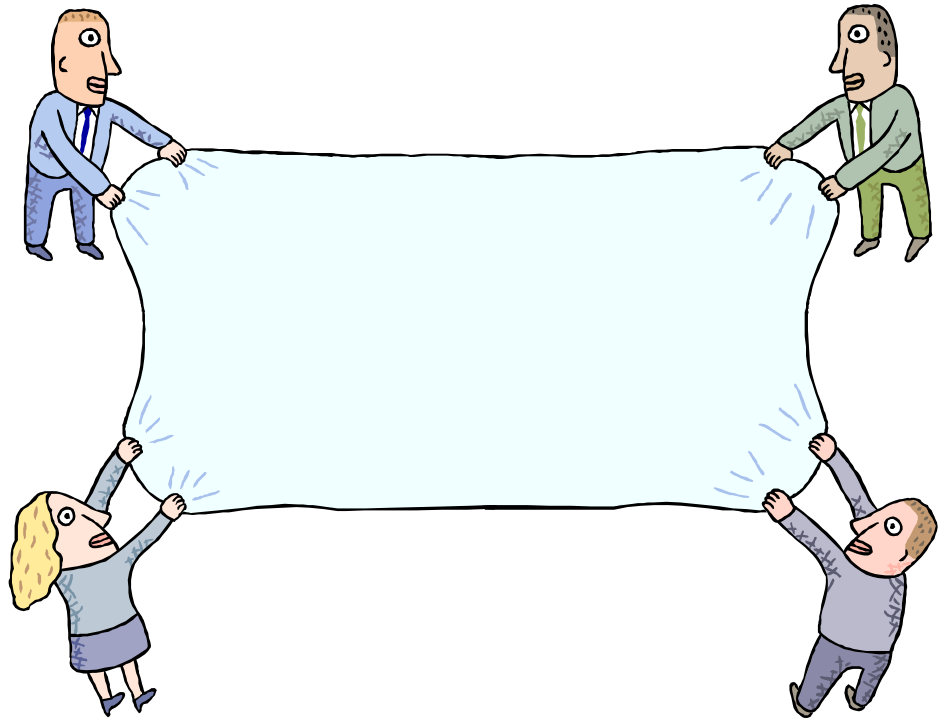
# How?

- 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



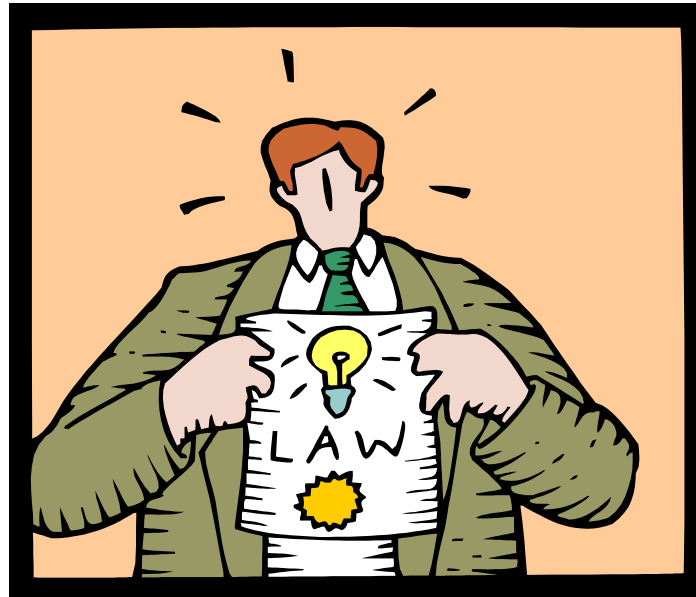
# Applications in “Advocacy and Lobbying”

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

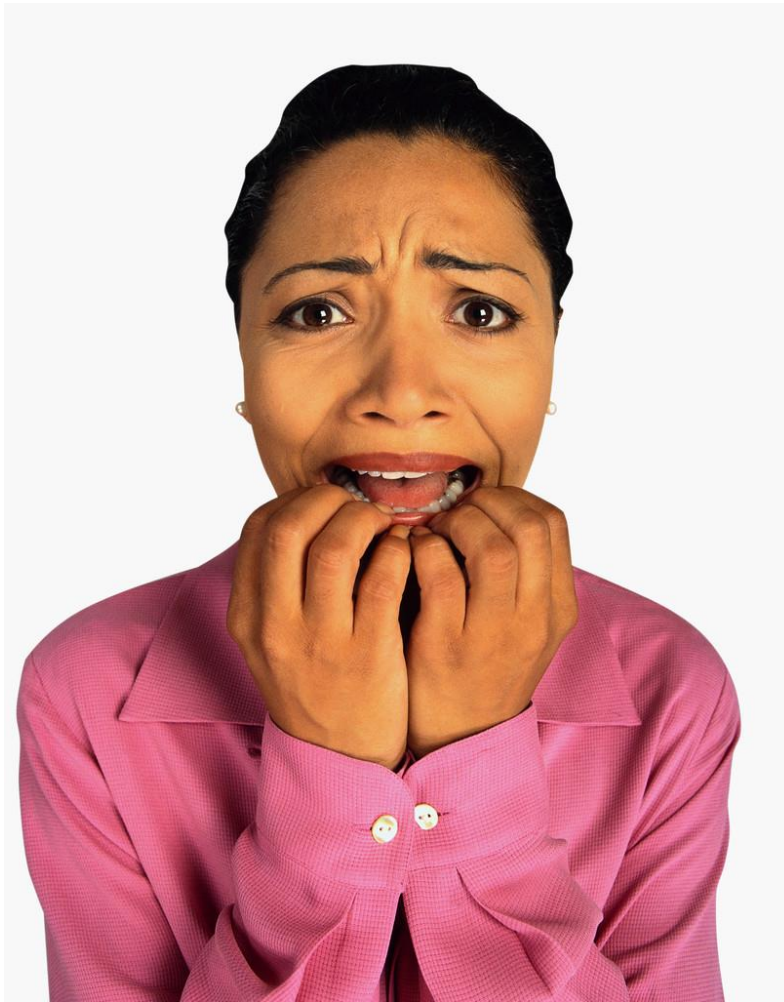
- Each role play should be only a few minutes
- Encourage engagement but keep it short so everyone gets a chance without taking up too much time
- Students lose interest when others talk on too long





# 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

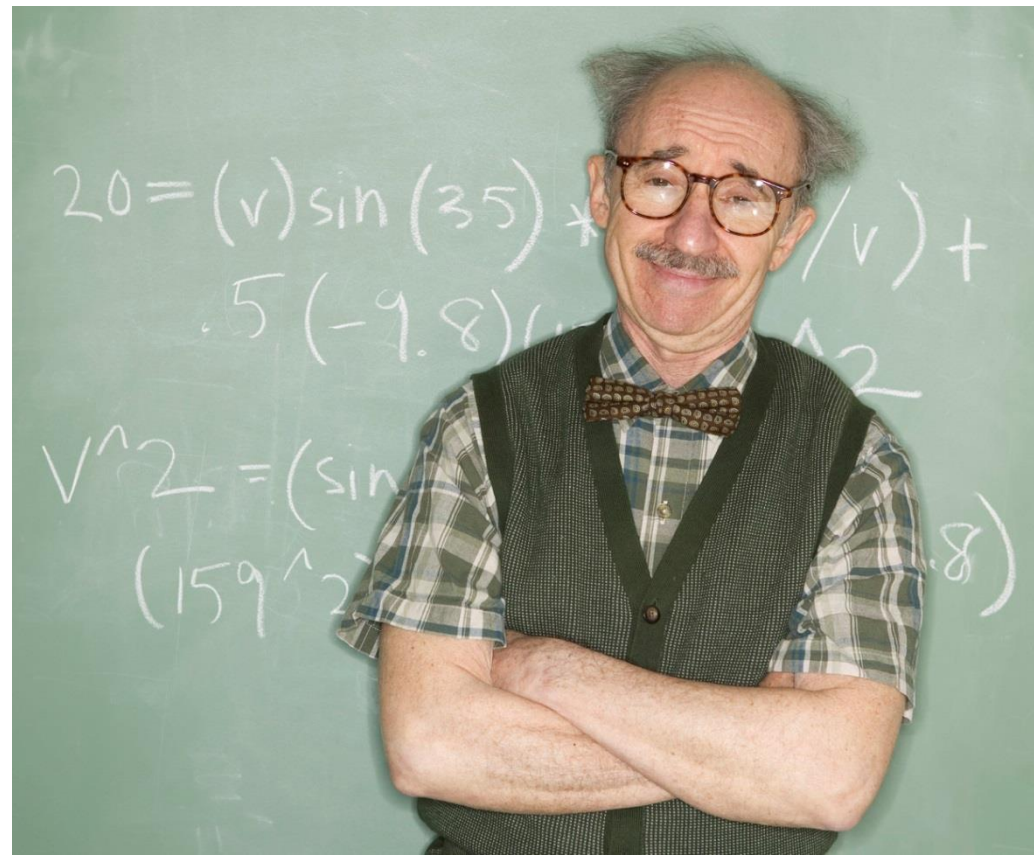


# Set up

- 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

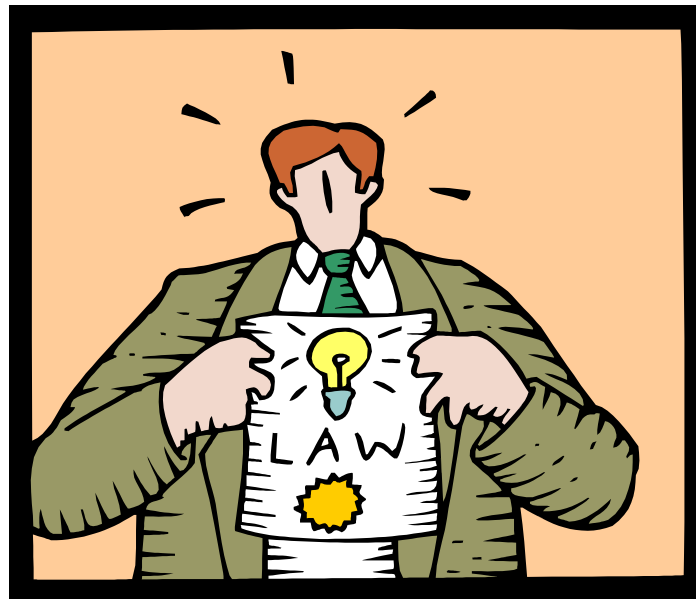
# Role Play Scenario

- 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.



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# 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?

