



Title: Miming and role-play - OTHER PEOPLE'S SHOES - FOREIGN LANGUAGE LESSON

“The biggest deficit that we have in our society and in the world right now is an empathy deficit. We are in great need of people being able to stand in somebody else’s shoes and see the world through their eyes”

Barack Obama

Annotation:

Miming and role-playing is an aspect of simulation. A whole situation is simulated in the classroom, and the participation adopt roles which belong to it. Pupils in general like any sort of play-acting. Stories for dramatization should be chosen with an eye to the roles they offer, preference being given to those which have several rather than two or three characters. The story must first be familiar, and then discussed from the viewpoint of what the characters in it do and say – or, rather, what they can do and say, for as much as possible should be left open for the learners’ suggestions. Parts and passages of the action can be tried out with the whole class, somewhat in the manner of a rehearsal, and then it can be let to groups or teams to see what they can do among themselves.



Key Competence:

Ability to communicate and organize, creativity *and the ability to empathize with others, understanding* and problem solving. Ability to communicate at foreign language – to encourage spoken communication within specific situation.



Expected Output:

Improved ability to communicate and organize, creativity and the ability to empathize with others, understanding and problem solving.



Keywords: communicate and organize, creativity and the ability to empathize with others, understanding and problem solving

Objectives of the course:

Developing communication and organizational skills; the development of creativity and the ability to empathize with others; flexible responses to the opinions and attitudes of others; acquiring new knowledge, principles, phenomena, and

the relationships between them; understanding and problem solving; exploring the situation from different angles; use self-control, search and fix bugs.



Duration: 1 teaching hours  hand-out

Theoretical part - explanation of the content:

One way of working is to start from the situation itself and or discuss what the various characters in it might say and how – the latter can also be important. It may well be that discussion of what should or might be said needs both to precede and to accompany the “action” and that all participants should consider all roles. After all, any conversation on any subject in any circumstances hangs together as a whole, and is not just separate utterances.

An alternative procedure – to be preferred if role-play is new to the class - make use of role cards, or cue – cards. In this lesson we will use role cards.

When enrolling the role playing activity into the classroom, it is necessary to observe several basic conditions:

- Pupils have to act as part/actor, not for themselves.
- The teacher has to evoke the pupils that they are in a real environment.
- Pupils have to get a clear assignment and information about their role and the environment in which the activity takes place (who they are, what they think, how they feel, etc.).
- Pupils should have enough time to get acquainted with the role and to reflect on the chosen situation.
- The teacher and the pupils watching the game make notes on the final discussion. In practice, the teacher has motivated pupils with the specific questions they are looking for during the activity.

An open end is considered to be effective - role representatives have different views on the outcome (this may be part of a subsequent discussion of activity). Benefits for pupils can also be in role change and solving the situation from "the other side".

Prepare cards in pairs – on one member of the pair one situation is mentioned first and on the other member the other situation. Play game within teams. Each learner draws one card from the heap a studies it. Then he/she look round for somebody who has card bearing the same number. Then they make up a dialogue between them, one taking one part and the other, and also alternating, and present this to the whole class or team, which guesses what it is about, asking questions if necessary.

Enter



The game starts with teacher explaining the brief and the game. More information at the hand-out.

Useful links:

- **Introduction to Role playing:** <https://www.teachingenglish.org.uk/article/role-play>
- Put Yourself In Someone Else's Shoes: Building Character. 4129-03. Teacher's Guide. ISBN 0-7805-4440-4. Available at <https://walkingshoes.wordpress.com/quotes/>.

References:

- W. R. Lee. Language teaching games and contests. Oxford University Press. ISBN 0194327167.
- https://education.ket.org/wp-content/uploads/2016/09/bullying_program4.pdf