



## ROLE PLAY SCENARIOS

### 1. Pete

Pete (15) has been out with his friends hanging around the town centre. He arrives back home just after 11.30pm.

Pete's mum (Julie) arrived back home from her evening shift at work expecting to find Pete at home.

### 2. Ali

Ali (15) has been to the local youth centre and was expected back at 10pm. It is now 11.30.

Ali's dad (Mehmet) has been waiting up for Ali's return. He has to be up early in the morning to go to work.

### 3. Abigail

Abigail (16) has been at her friend's house after seeing a film. She arrives back home after midnight.

Abigail's mum (Margaret) has had a busy evening coping with her youngest daughter who is sick. She is tired and wants to go to bed.

#### 4. Kofi

Kofi (16) has been staying with friends. He was expected home at 11pm. It is 1.00am as Kofi comes through the door.

Kofi's dad (Peter) is watching the TV. He does not realise how late it is until Kofi comes in.

#### 5. Naomi

Naomi (16) has been babysitting. She said that she would be home by 11.30. It is now 1.30am and she is trying not to wake everybody up as she comes in.

Naomi's foster carer (Susan) has already rung the family where Naomi was babysitting and was told that she had left two hours ago.

#### 6. Kelly

Kelly (15) has been at a party which finished at midnight. It is now nearly 2.00am and she has only just arrived home.

Kelly's step-mum (Sharon) has been very worried, as Kelly had promised to be home just after midnight.

## Role Play Scenarios: Teacher's Notes

The scenarios can be used in a variety of ways.

1. They can be played out in an open-ended fashion with no specified outcome.
2. They can be played with a specified outcome e.g. The argument ends with the young person saying they are leaving home.
3. They can then be played out with the specification that A solution is found so the young person does not leave home.
4. They can be played out with two students playing the roles and two acting as observers.

The following questions will help the observers to give meaningful feed back:

- a) Did the young person say anything that seemed unreasonable to you as an observer?
- b) Did the parent or carer say anything that seemed unreasonable to you as an observer?
- c) Did the parent or carer or young person do anything that seemed to antagonise the situation?

d) Was there anything that the parent or carer or young person could have said or done that might have meant that a compromise was made and the young person did not end up saying that they were leaving home?

Ask the students if they observed any of the following:

Active listening: Making eye-contact, turning towards the speaker, nodding, staying on the topic, Giving affirmation i.e. “Yes”

Negative listening: no eye-contact, monosyllabic (one word answers), not giving full attention, unenthusiastic comments, changing the subject, tutting.

Shouting or raising the voice

Body Language: folded arms, tapping feet, scowling, standing with head turned away from the speaker.