



## Focus

Role plays are excellent ways to involve students in actively formulating arguments based on evidence and insight. They hone communication skills and are generally enjoyed by students. However, role plays can be demanding and do need careful management.

It is important to provide a structure for students to prepare and deliver their role play. The techniques described below are ways to provide support for students engaged in the *Climate Change – crisis or con?* role play but can be modified to use in other circumstances.

## Circle or Rounds Technique

1. Show the 'Chasing the Wind' programme.
2. Students and teacher sit in a circle. Hand out the Climate Change TV debate general briefing information and ask the students to read it.
3. Everyone then has a chance to comment about global warming. The student to the teacher's left begins and the turn moves round the circle.
4. No one is allowed to comment on what anyone says, including the teacher. If a comment is made which requires discussion it should be saved until after the round is completed.
5. Everyone has the right to say "I pass" and refuse their turn.
6. At the end of the round the teacher should clarify any confusing points, summarise all of the views expressed and correct any misconceptions sympathetically.
7. Whenever students are requested to express an opinion or give feedback the circle must be managed as a safe place to speak, free from judgement or jibes.

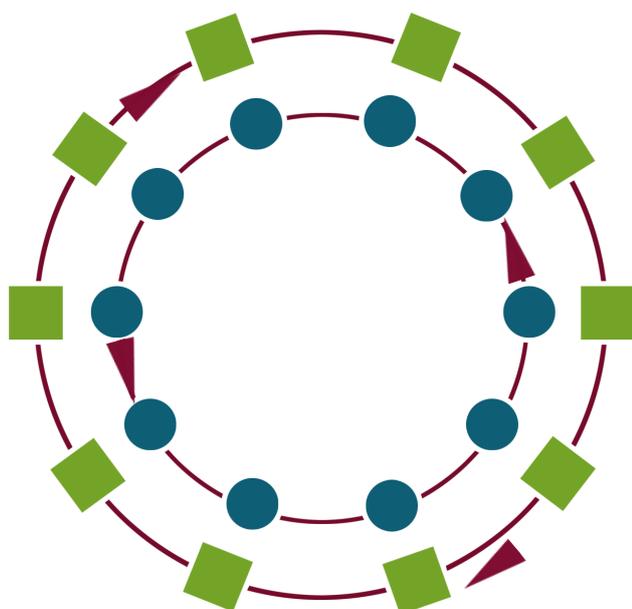
## Hot Seat Technique

1. Show the 'Chasing the Wind' programme.
2. Give all of the students the *Climate Change - crisis or con?* debate general briefing information,  
  
OR give half the class 'the case for' and half 'the case against' to read  
  
OR give different groups different speaker role cards to prepare as outlined on the card.
3. A seat is placed in the middle of the circle. Volunteers take turns to position themselves in the hot seat and face questions from other group members.
4. The teacher manages and facilitates. It is recommended that appropriate time limits are set. Careful and sensitive debriefing is essential.



1. Show the 'Chasing the Wind' programme.
2. Give all of the students the Climate Change TV debate general briefing to read.
3. Ask the students to take their chairs and form two equal circles facing each other, so that each person is sitting opposite another.
4. People in the inner circle will have two minutes to tell the person sitting opposite them 'the case for'. During this time people on the outside will just sit and listen, and not comment.
5. After this the people on the outer circle will have two minutes to tell the person sitting opposite them 'the case against'.
6. People on the outside stand up and move one chair to your left, so that they are now sitting opposite another person.
7. Repeat the above.
8. Once again people on the outside stand up and move one chair to the left. This time they change roles, people in the middle will tell the person opposite the 'case against' and people on the outside 'the case for'.
9. People on the outside once again stand up and move. Repeat in the same roles.
10. Note that the movement and role changes can be disruptive unless care fully managed – remind students of who is in which role (either 'for' or 'against') at every move.
11. Debrief as described in previous techniques.

### Diagram of Fisherman's Ring



After the first set of discussions, the outer circle move round one place.



For further suggestions of techniques for group work and role-play see Group Work (Secondary National Strategy Pedagogy and Practice Book 10; DfES 0433 2004G) and The Teacher's Toolkit (Paul Ginnis; ISBN 9781899836765).