

## Role-playing game

**Metacognitive skill targeted:** Monitoring, self-reflection, self-management, self-enhancement, self-evaluation, metacognitive learning strategy.

(Further skills: teamwork, communication skills)

### When to use it

A *role-playing game (RPG)* is a game in which players assume the roles of characters in a fictional setting or act out a given situation. You can use this game when you are willing to experience specific situation in a safe context or when you want to exercise yourself in strategies useful for real life through collaborative storytelling, problem-solving, and decision-making. For instance, when you want to prepare yourself to better tackle stressful situations (e.g. how to manage stress and anxiety in learning/before a test/at school etc.). Such role-plays can help you gain knowledge and skills from a variety of learning situations.

### What you'll do

In this game you need to fictionally create some problem-solving situations, or decision-making situations, or stress management situations, so that you can “safely” exercise yourself in such circumstances, having the time and the “safe” environment to think, act and practice so that you can be ready to confront such circumstances in the future.

Decide the story/main issue of your role-play according to a real-life related scenario which mirrors a learning or behavioural difficulty of your daily life;

### What You Need

- 1) Decide if the roles will be performed in pairs, or in groups which can play out a more complex scenario.
- 2) Print the questions' template and the characters' cards to define and prepare with your pair or your teammates the roles and the scenario of your role-playing.

You will also need a pencil.

- 3) Write down the answers and the clues.

As soon as you complete the writing, don't forget to cut the two sides of the characters' cards and glue the one behind the other.

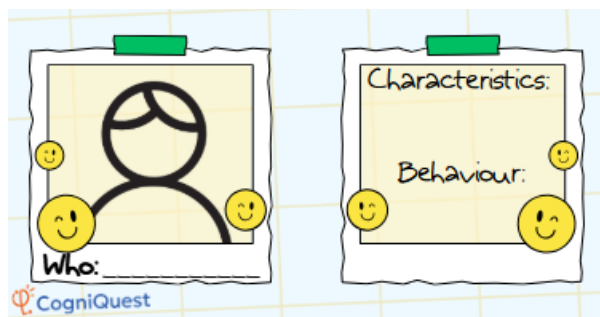
## How to use it

- 1) Cooperate with your pair/teammates and your teacher, follow the questions from the template and use the characters' cards in order to set the scenario.
- 2) Write down the answers. If you have large chunks of content, reduce them into smaller sections which can be more effectively presented as a role-play.
- 3) Practice the scenario; Take time to practice the role-play, even if it is spontaneous, so that you will be able to think deeply about the role and present it in a meaningful way.
- 4) Don't forget to include:
  - general presentation behaviour (eye contact, gestures, voice projection);
  - use of related props; and
  - depending on the context, specific language to be used (content-related vocabulary) and language not to be used (profanity, slang).
- 5) Remember that the purpose of the role-play is to communicate a message about the real-life related scenario and not focus as much on the actual person acting the role.

## About this Template

Here follows an example of how to use the **characters' cards** and the **questions' template** in order to set your own role-playing.

### CHARACTERS' CARDS



**Fill in...**

#### FRONT SIDE

Who: \_\_\_\_\_ (name, age, role) (e.g. *Alicia, 10, student of 5<sup>th</sup> grade*)

#### BACK SIDE

Characteristics: \_\_\_\_\_ (fill in with adjectives and behavioural clues; e.g. *anxious, nervous, shy, easily/often outbursts etc.*)

Behaviour: \_\_\_\_\_ (fill in with behavioural actions; e.g. *sweats, shakes, chew on his/her pencil, has stomach-aches or head-aches etc.*)

## QUESTIONS' TEMPLATE

### **Q1: Which situations may set a difficulty in your everyday life?**

(Here define which is the problem-solving, decision-making or feelings-managing situation that sets a difficulty in your real-life circumstances, e.g. *the anxiety and high-level stress during the school exams*).

### **Q2: Who is the main person/people that confront this difficulty in their real life?**

(e.g. *you or/and some specific schoolmates of yours deal with high-level stress when having an exam at school*)

### **Q3: Why? What are the reasons for this difficulty? Is there any ground basis, for example, some fears or some learning difficulties?**

(Here take some time and deeply reflect on why you encounter this difficulty. Make this question to yourself and try to also give to your inner self an honest answer; e.g. *you are afraid to do some mistakes, or you are afraid that you will fail, or you think that a low test score would disappoint your parents etc.*)

### **Q4: Do these reasons worth facing such a difficulty? If yes, what can the main person/people dealing with this difficulty do in order to manage it?**

(Here take some time again and deeply reflect on if "it's worth it" encountering this difficulty in your real life; e.g. *does it worth it having high levels of anxiety for your exams in the fear of the "failure" or a low score? How much does a "failure" or a low score in a test affect your real life? etc.*)

### **Q5: Who else could help with this difficulty? How?**

(e.g. *you can inform your teacher and have a short discussion with him/her about your anxiety feelings or/and ask him/she accompany you during your stress-managing breathing exercises etc.*)



## Tips for Continuation

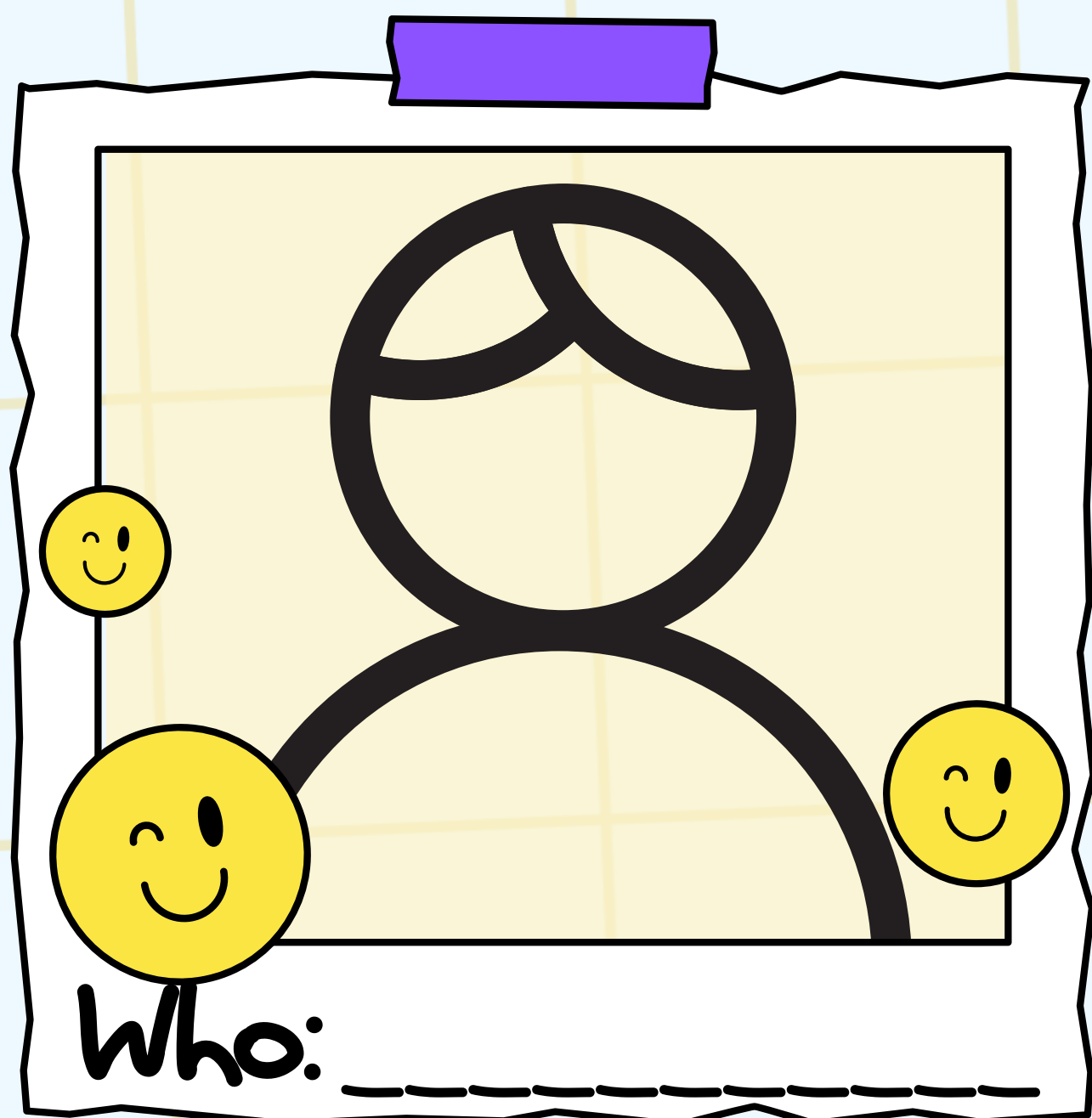
- After completing your role-playing, try to use the strategies/tips you learned through it as soon as you confront the game scenario in your real life (e.g. before/during your next exams). Reflect on what you practised during the role-playing and what you did during the real-life circumstance. You can then organize a further role-playing (ideally with the same pair/teammates), like a continuation of the story of your previous role-playing, or a new one.
- It would be very interesting too to evaluate yourself (e.g. your anxiety level) on a 0-5 scale (where 0 means “not at all” and 5 “very much”) or by drawing a thermometer, before and after the role-playing. In this way you can understand if or how much this game helped you enhance your skills (e.g. a self-evaluation of your anxiety level during your exams before the role-playing introduction and after the 1-2 classroom role-practices).
- No matter which the results are, don’t hesitate to try a different scenario with another real-life related difficulty after two weeks.

# Play and Learn

Questions' template  
&  
Characters' cards  
for  
Metacognitive Role-playing

# Characters' cards

## Metacognitive Role-Playing

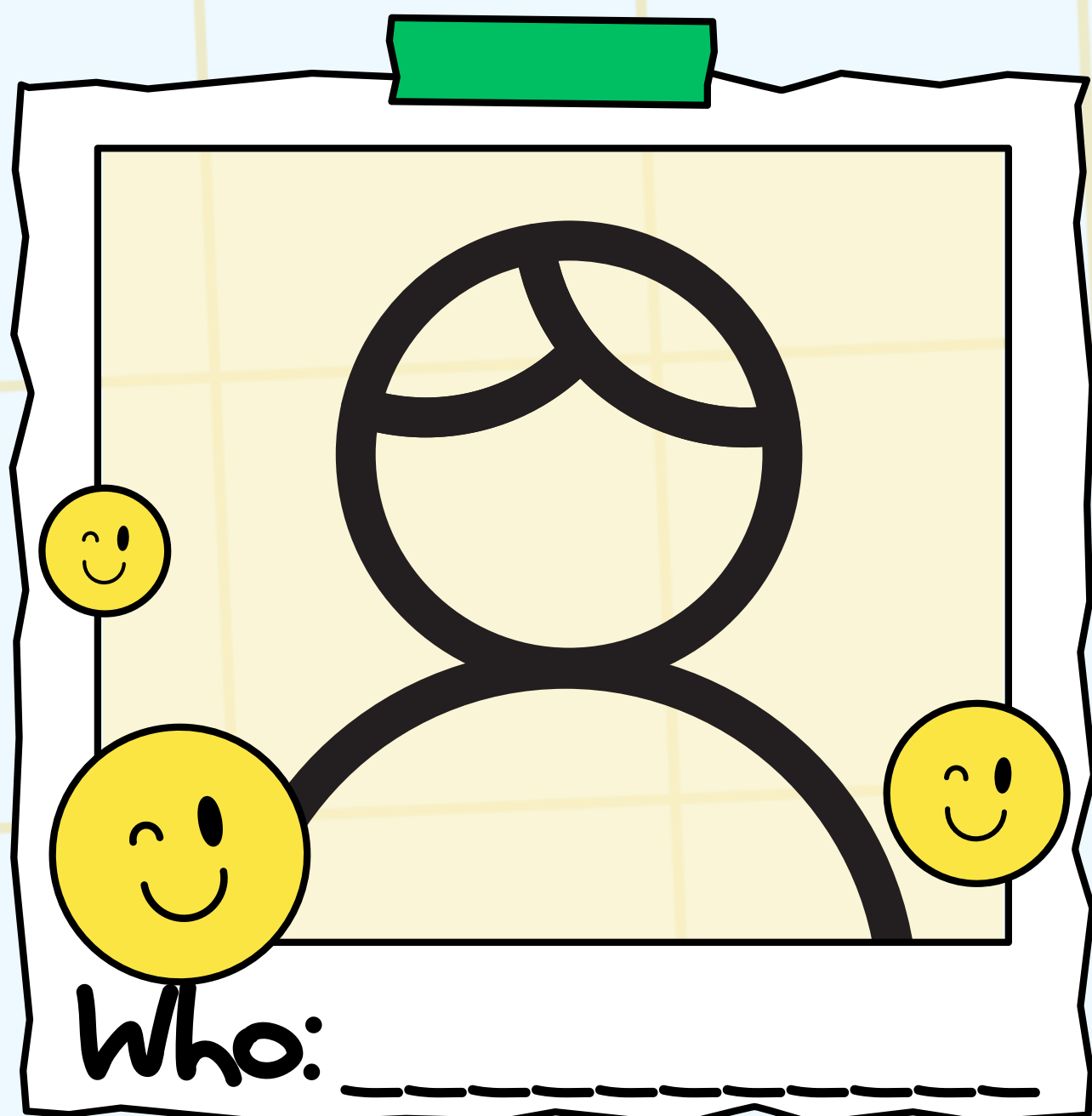


Who: \_\_\_\_\_



Characteristics:

Behaviour:



Who: \_\_\_\_\_



Characteristics:

Behaviour:



# Questions' template



Use the following questions to define the scenario of your role-play



• **Which situations** may set a difficulty in your everyday life?



• **Who is the main person/people** that confront this difficulty in their real life?



• **Why? What** are the **reasons** for this difficulty? Is there any ground basis, for example, some fears or some learning difficulties?



• **Do these reasons worth** facing such a difficulty? If yes, **what can the main person/people** dealing with this difficulty **do** in order to manage it?



• **Who could help** with this difficulty? **How?**