PROGRAM FOR COMPLEX INSTRUCTION
Skillbuilder: Role Playing Roles
Resource Card: Guidelines for group Roles

FACILITATOR:
• makes sure everyone understands the instructions
• sees that everyone has a chance to contribute
• makes sure all group members participate
• helps people ask for and receive help when needed
• checks to make sure that the group is on task
• sees that the roles are being performed
• has the group discuss everything thoroughly
• calls the teacher if necessary

FACILITATOR SAYS / ASKS:
Who is willing to take on the extra role of __________?
Who will read the directions?
Does everyone understand?
Does anyone have a question?
Who can show us how to do it?
Does anyone know the answer?
What do you think ____________?
What is your opinion ?
Are we on task?
How can we get back on task?
What question do we need to ask the teacher?
Can we answer it for ourselves?
Are we finished?

HARMONIZER:
• makes sure communication lines are open
• makes sure there are no put-downs
• encourages positive responses
• recognizes effort and contributions by individuals
• makes the group aware of individual contributions
• helps the group come to agreement
• helps the group form consensus

HARMONIZER SAYS / ASKS:
What do you think ___________?
What is your opinion ___________?
___________ has a good idea.
___________ made a good suggestion when he/she said ______ .
You did a good job on the ___________.
What part don't you agree with ______ _____?
How can we change this so everyone can accept it?
What would you like to do?
Can you accept ___________?
If ___________ will ___________ , will you ___________?
___________, it doesn't help the group when you say/do ___________.
When you say/do ___________, how do you think that makes others feel?
**REPORTER:**
- makes sure the group product is completed
- sees that the product represents the group's best effort
- organizes the group's report for the class
- summarizes the activity to introduce the report to the class
- reports to the teacher and class on how the group worked together
- makes sure that all parts of the project are correctly labeled and handed in

**REPORTER SAYS / ASKS:**
What do we need to do to complete this assignment?
What is our final product supposed to be?
What do we want to show in our report?
What is the BIG IDEA for this activity?
How can we show the BIG IDEA in our report?
How do we want to put all of this together?
How shall we present this to the class?
Is this our best effort?
Are we ready for the presentation?

**RECORDER:**
- makes sure that everyone has notes or diagrams from the discussion / research
- makes sure everyone completes the individual report
- is responsible for seeing that the activity cards and information is returned properly
- helps the group identify different parts of the task
- lets the teacher know when the group is ready

**RECORDER SAYS / ASKS:**
Does anyone need help with the notes or diagrams?
Does everyone have the notes and diagrams they need?
Does anyone need help with the individual report?
Does everyone have the individual report?
What are the different parts of this assignment?
Shall I tell the teacher we’re ready?
MATERIALS MANAGER:
- makes sure that all supplies and materials needed are available
- makes sure that materials are used properly
- supervises clean up and the return of all materials
- sees that the group's is clean and orderly

MATERIALS MANAGER SAYS / ASKS:
What materials do we need?
Do we need anything else?
What can we use to ____________?
Are you through with ____________?
Will you help ____________?

RESOURCE:
- looks up additional information for the group
- shares all additional information with everyone
- helps the group assign time limits to the task
- keeps the group aware of how much time is left
- encourages all members to make good use of the time
- lets the group know how much time is left
- puts away all additional resource material used by the group
- makes sure all of the role badges are collected and returned

RESOURCE SAYS/ASKS:
How much time do we need to do each part of the task?
What words do we need to look up?
What other sources of information could we use to help us?
We need to move on to the next part of the task.
We have ________ minutes left.
It’s ________ minutes left.
It’s time to clean up and move our desks into place.