

PROGRAM FOR COMPLEX INSTRUCTION

Skillbuilder: Roleplaying Roles Note To the Teacher

PART 1: GENERAL OVERVIEW TO SKILLBUILDER

Students have a difficult time learning the roles and remembering to perform them during group work. It is worthwhile to give some specific practice with the roles before doing the first Complex Instruction units. The series of skits provide an opportunity to focus on the roles and to review the importance of the cooperative norms. The outline below may be adapted to your own classroom needs.

STEP 1 Go over the roles thoroughly in class and refer to the signs with the role definitions posted in the room. Hand out ditto with role guidelines and discuss the kinds of statements that can be used in performing each role. Hand out copies of the orientation skit and have a group of volunteers read it aloud or perform it [you may want to enlist a few thespians to join you for a lunchtime rehearsal]. Then discuss what happened as each student began to actually follow his role. Ask for examples of what was specifically said or done that indicated they were performing their roles.

STEP 2 Tell students that they are going to look at what can happen in groups when members don't pay attention to their roles. Each group is given one of the skits illustrating what can go wrong when the roles aren't being performed. Have the groups discuss their skits and practice briefly. Tell them that since these are skits, they are not expected to memorize their parts; they may read from the script and should just pretend to use props. In each of the skits the teacher should serve as the narrator in order to better focus attention.

We suggest using the "Fishbowl" technique for the presentations. Arrange the desks in a circle around the room with the presenters seated in the middle. The act of rearranging the room will give emphasis to the presentation. The skit opens with the narrator describing the situation and the group members frozen in the middle of their activity. After each group has presented its skit, discuss it with the class. Ask and or all of the following questions:

- What's going wrong here?
- What role would be especially important in this skit?
- What might the person say or do in performing that role? -How might such action affect the skit?
- What cooperative behaviors/norms need to be remembered here?"

STEP 3 Assign each group to work with the same skit again and rewrite it showing how the problems could be handled by performing the roles and remembering the norms. Suggest that they refer to the role guidelines to use specific words and actions. You may want to have these new skits performed before the whole class or just collect them. Another possibility is to "Jigsaw" the groups and share the rewritten skits that way. To do this, each member of the group has a copy of their rewritten skit. New groups are then formed with one member from each of the original groups included in each of the new groups. In this way all of the different skits are represented in the new groups and can be read aloud and discussed.

Certain skits may be a little sensitive and should be specifically assigned to students who will not be likely to take the accusations personally. Other skits offer an opportunity to introduce some strategies for conflict resolution in a way that may prove helpful in all later group work.

STEP 4 Follow up with a cooperative learning activity that is appropriate for your subject area and in which content is not difficult. Use this as a means of putting the roles into action and tell the students that you will be evaluating them evaluating on their use of roles and norms. Make those areas the

basis of your wrap-up feedback as well as the subject of self-evaluation by the individual groups. If you do not have access to any activities that would lend themselves to this then we suggest that you select the first couple of complex instruction units that your class does with this goal in mind.

PART II: SPECIFIC COMMENTS FOR EACH SKIT

Orientation Skit

The Moral of the story:

Using roles effectively allows groups to proceed efficiently through the task.

Key role(s):

All roles are essential in this skit and should be highlighted.

Extension question(s):

Refer to the questions listed in "STEP 2" above.

Skit A

The Moral of the story:

This skit shows the problems a group can have if they fail to plan their presentation. This group may have spent too much time in discussion (either on or off task) or they may have divided up the tasks without any overall coordination and cooperation. Students need to see that it is not sufficient to just assign everybody a task without any idea of how to bring the whole project together.

Key role(s)

- The **Reporter** has the responsibility for organizing the group's presentation and should see that all the individual efforts are coordinated.
- The **Facilitator** should also see that the cooperative norms "no one is done until everyone is done" and "you have the right to ask for help and you have the obligation to give help" are enforced.

Extension question:

Why does no one seem to know his or her role in the group presentations?

Skit B

The Moral of the story

In this skit the Facilitator has become the BOSS or the DICTATOR rather than the coordinator. Students need to realize that an authoritarian approach is never successful in cooperative activities because it causes resentment when the needs of other members of the group are not being met. Groups need to learn how to form consensus so that all members genuinely buy-in.

Key role(s)

- The **Facilitator** needs to remember to act as a coordinator and guide rather than a BOSS. He/she should make sure that everyone's needs and concerns are considered.
- The **Harmonizer** should also be alert to the needs and concerns of all the members of the group. It is the Harmonizer's role to try to help the group reach a consensus so that an impasse such as we have here can be avoided.
- The **Reporter** also should take a more active role in determining how the group's presentation is going to be put together. Brainstorming of alternatives is one way to go about this.

Extension question:

- What can you say to someone who is really bossing other group members?

Skit C

The Moral of the story

Because of its accusations and put-downs, this skit should be assigned to students who are unlikely to take them personally or to have hurt feelings. The Reporter has tried to take over the group and has become abusive and insensitive to the needs of some of the others. Not only are the roles being ignored but many of the cooperative norms as well. Contributions and requests for help are overlooked or met with put-downs. The group falls apart with accusations and acrimony. Conflict management strategies become very important in this kind of situation.

Key role(s)

- The **Harmonizer** is desperately needed here to defuse the situation during the early stages. He/she should take an active role in acknowledging the Recorder's request for help and contributions later in the scene.
- The **Facilitator** starts well and makes a few tentative attempts to restore cooperation but needs to play a much stronger part in recognizing the Recorder's needs and neutralizing the Reporter. Instead the Facilitator becomes frustrated and begins to blame the Recorder for the group's problems.

Extension question:

- Something important for good groupwork is the freedom and trust that allows every member to say what he/she needs. By saying what you need, you can prevent frustrations from building and ultimately turning into put-downs (as we saw in the skit). What were the needs of each person in this group?

Skit D

The Moral of the story:

This group is having a problem because they don't have the information they need to complete the individual reports. The Recorder has the information but is not sharing it and did not make sure that everyone had notes and diagrams ahead of time.

Key role:

- The **Recorder** is expected to keep an official record of the group's proceedings and to make sure that all other members have the notes and information that will be needed. The Recorder is right in saying that he/she cannot just give the others the answer.

Extension questions :

- Why can't the Harmonizer "just copy"?
- This group skit gives us a hint about what to do if someone misses a day of groupwork. Who is responsible for telling that person what he/she missed?

Skit E

The Moral of the story

The script portrays the problems of a group that is "stuck" but fails to use roles properly in order resolve its difficulties. The group is overly dependent on the teacher for help.

In addition, the open-ended nature of the activity has left them confused. The students must utilize their roles in order to solve their conflict as well as their confusion. They must also begin to accept that the activities will not tell them step for step what they are to supposed to do," rather, it is their job to interpret and design a solution and product.

Key roles

- The Facilitator is the only one who can ask the teacher for help if everyone in the group is stuck and/or no one in the group knows how to resolve the problem.
- The person in charge of resources should look up words if no one knows their meaning.

Extension Question:

- What are some alternative ways students in the group could have expressed their frustration with the group's lack of progress?

Skit F

Moral of the story:

The script portrays a group problem not uncommon in very heterogeneous classrooms. The two others (probably high-status students) are ignoring two students (probably low-status students) in the group. In turn, these low-status students are disengaged and refuse to participate when they are finally included -- a vicious cycle has been started. The students must capitalize on two key roles, the Facilitator and the Harmonizer, in order to turn the tide and balance the participation and involvement of all the students.

Key roles:

- The **Facilitator** must make sure that everyone in the group understands the task at hand. He or she must make sure everyone has a chance to participate, look and handle the materials and make decisions.
- The **Harmonizer** in this group could stop the group and discuss what is happening. It is obvious the two disengaged students are feeling angry and left-out. On the other hand, students 1 and 4 probably feel like the burden of the activity is on them.

Extension questions :

- What norms is this group forgetting to use?
- Why do you think the Reporter and Resource Person are not participating?
- In the first part of the skit, why do you think the Facilitator and Harmonizer are doing all the work?

Skit G

The Moral of the story

The skit portrays a group that falls apart when they need materials to complete the project. They do not discuss and decide as a group that they need materials to start building their castle; instead, the Materials Manager makes this decision alone and sets off to collect supplies. When the Materials Manager leaves, the group begins to disintegrate: The Reporter gets up to join the Materials Manager, the Harmonizer wanders off to another group, and the Facilitator is all alone. Two students, who should be seated, are wandering. The students must make better use of the Materials Manager.

Key role

- The **Materials Manager** is the only person who goes to get materials. He or she may take an additional student if absolutely necessary, but try to limit the number of people moving around.

Extension questions :

- Which of the norms does this group seem to be ignoring? (discuss and decide)
- While the Materials Manager is getting supplies, what could the others have been doing?

Skit H

The moral of the story

The skit portrays an important group problem: The Facilitator is not playing this role, and someone else has taken over the role. Several possibilities may explain the Facilitator's position on the sideline: (a) he/she is low status or not well-liked so no one listens to him or her or assumes that he/she can properly facilitate the group, (b) the Facilitator does not take responsibility because he/she doesn't like the task and/or the group, (c) the Reporter is bossy and has usurped the Facilitator's role. In this skit, as the responses to the teacher's questions suggest, no one in the group is trying to encourage the Facilitator to play his/her role, or even to be a member of the group. They say, "We can't make him/her participate."

Key Role:

- The **Harmonizer** tries to encourage all non-participating students by saying things like, "what is your opinion?" or "what do you think?" In this case, the Harmonizer can alert the group to the fact that X is the Facilitator and that the Reporter has been taking over that role.

Extension question:

- Which of the norms might help this group? (everyone participates)

PROGRAM FOR COMPLEX INSTRUCTION

Skillbuilder: Roleplaying Roles

Orientation Skit

Cast of Characters

- Narrator and teacher (played by teacher or sixth group member if there is one)
- Facilitator
- Resource Person
- Harmonizer
- Materials Manager
- Reporter

Setting the Stage

Students are at their learning station. The Harmonizer and Resource person are talking to each other. The Facilitator is reading the card; the Materials Manager is alternating listening to the Harmonizer and Resource person and looking at the activity cards. The Reporter is standing up, looking at other groups.

Narrator: (group frozen while narrator introduces skit) In this skit the group has just received their packet of materials and is ready to begin working. Ready, action.

Harmonizer: Hey, check out this Tupac rap card.

Resource: Totally fresh.

Harmonizer: I've got DMX, too, but I heard there's this new Lil' Kim one coming out. (they continue)

Reporter: (wandering around the group) So what are we supposed to do? Is our group gonna make the printing press? I'll get the stuff. (leaves)

Materials: (calls after Reporter) Hey, we're supposed to answer the questions first. (look at card) What is this word supposed to mean? (disgusted) No one knows what to do! I'm gonna get the teacher.

Facilitator: No, you idiot! I know what to do. I read the card. Why don't you try reading for a change.

Reporter: (comes back with materials) Hey! Look at this cool stuff I got! Facilitator: Who said you're supposed to get that?

Reporter: Who died and made you God?

Resource: Shut up, you guys! How are we supposed to get anything done if you keep fighting?

Facilitator: Like you're doing anything.

Harmonizer: We're doing something. We're figuring out how these rap cards got printed! (Harmonizer and Resource person laugh)

Materials: I'm getting the teacher. (calls out) Teacher! Ms. Teacher's Name.

Teacher: "What's going on?"

Group: *(the whole group erupts into a number of accusations)* "She..." "He" "No one"
"Everyone"

Teacher: The problem here is that the individuals in this group are not playing their roles. Materials manager, you called me over, but who is supposed to do that?

Materials: I don't know.

Facilitator: I am!

Teacher: That's right, Facilitator. And what else are you supposed to do? Facilitator: Know what we're supposed to do, and I do! Materials: Everyone's supposed to know what to do!

Teacher: That's-absolutely right. Whose responsibility is it to make sure that everyone knows?

All: The Facilitator's!

Teacher: What if there is a word that the Facilitator doesn't understand, and the rest of you don't know either?

Reporter: Yeah, like "politeness." *(glares at Facilitator)*

Teacher: Who takes care of making sure you are polite to each other? Harmonizer: I guess I do.

Resource: And I'm the Resource person, so I guess I look up the word.

Teacher: If everyone does his or her job, you really don't need me. *(leaves)*

Materials: You know, Reporter, I'm supposed to get the junk for today.

Reporter: So, big deal. You didn't do your job! *(looks around again at other groups)*

Harmonizer: Come on, you guys. Materials Manager, we're going to need more stuff anyway, so you'll get that. Anyway, we're supposed to answer the questions first.

Reporter: *(starts to get up and wander around)*

Facilitator: Okay. *(reading)* "What do you think were the major changes brought about through the invention of the printing press?" Hey, Reporter, stick around. You have to know these answers because you're the Reporter.

Reporter: *(reluctantly)* All right But I get to make the printing press. *(The group works, looking at the pictures and taking notes.)*

Narrator: Let's discuss the roles, and how they worked in this group.

PROGRAM FOR COMPLEX INSTRUCTION

Skillbuilder: Roleplaying Roles

Skit A

Cast of characters:

- Narrator (*played by teacher or a sixth group member*)
- Facilitator
- Reporter
- Recorder
- Materials Manager
- Teacher

Setting the Stage

Group is sitting at desks. Materials Manager is drawing on a large piece of paper while the others watch.

Narrator: (*group frozen while narrator introduces skit*) In this skit this group of five was supposed to prepare a diagram. Now it is their turn to present to the rest of the class. Ready, action. (*Narrator steps aside*)

Teacher: Time for presentations. Are you ready?

Reporter: Yea, I guess. (*group stands up and faces the class*) (*Reporter turns to Facilitator*) You start.

Facilitator: No, I'm not supposed to be first. (*turns to Materials Manager*) Show'em the picture.

Materials (*holds up an unfinished drawing*) This is the diagram I drew, but I didn't get to finish it.

Teacher: What does it tell us about your project'?

Materials: (*shrugs shoulders*) I dunno. (*turns to group and looks around at others in group*)

Recorder: I was busy writing down the questions, they were supposed to do the project. I don't know what they were doing.

Materials: Well nobody was helping me.

Recorder: I did all the questions.

Materials: I even got all the other stuff we needed. Nobody helped me.

Facilitator: I couldn't do anything 'cause he didn't get the drawing done.

Reporter: We talked about it but nobody did anything.

Materials: I didn't know what was supposed to come next so I couldn't put it on the diagram. Nobody told me.

Narrator: Ok. Cut. Let's discuss what's going on in this group.

PROGRAM FOR COMPLEX INSTRUCTION

Skillbuilder: Roleplaying Roles

Skit B

Cast of characters:

- Narrator (*played by teacher or a sixth group member*)
- Facilitator
- Reporter
- Recorder
- Materials Manager/Harmonizer
- Teacher

Setting the Stage

Group is sitting at desks. They have just been given their packet of materials.

Narrator: (*group frozen while narrator introduces skit*) In this skit the group has just received their packet of materials and is ready to begin working. Ready, action. (*Narrator steps aside.*)

Facilitator: (*grabs packet of materials and keeps them*) I'll do the reading. (*pretends to read partly aloud and partly to self, not very clearly*) Okay, here's what we gotta do. First we answer these questions then do the project.

Recorder: (*picks up one of the cards*) What's this about?

Facilitator: (*takes card back*) You just write the answers when I tell you.

Recorder: (*gets paper and starts to write*)

Harmonizer: (*pushes chair back from the rest of the group, looks around*)

Reporter: (*starts to draw on a piece of paper*)

Facilitator &
Recorder: (*pretend to talk and write*)

Facilitator: Okay, now we gotta do the project.

Harmonizer: Let's do a skit.

Facilitator: Yeah, we'll do a skit. I'll be the king. (*points to Harmonizer*) You be the noble, (*then points to Reporter and Recorder*) and you two be the farmers.

Reporter: I don't want to be a farmer. I've already been a farmer.

Facilitator: You have to. There's nothing else to be and there were more farmers anyway.

Recorder: What's the farmer have to do?

Facilitator: You just have to stand there and the king comes along and tells you what to do. Now stand over there.

Reporter: I'm not going to be a farmer. (*walks away from the group and sits down with arms crossed*)

Facilitator: You have to. Everybody's supposed to cooperate. I'm going tell the teacher that you won't work with the group.

Narrator: Cut. Now let's discuss what's going on in this group.

PROGRAM FOR COMPLEX INSTRUCTION
Skillbuilder: Roleplaying Roles
Skit C

Cast of characters:

- Narrator (played by teacher or a sixth group member)
- Facilitator
- Reporter
- Recorder
- Materials Manager/Harmonizer
- Teacher

Setting the Stage

Group is sitting at desks. They have just received the instructions for a math activity.

Narrator: (*group frozen while narrator introduces skit*) In this skit the group has just received their instructions and is ready to begin working. Ready, action. (*Narrator steps aside.*)

Facilitator: Who wants to read the directions?

Reporter: I will. (*takes cards and reads very quickly*)

Recorder: I don't get what we're supposed to do.

Reporter: I just read that. You're supposed to pay attention.

Harmonizer: I can't understand. You read too fast.

Reporter: No I don't. You just don't listen. You're always getting in trouble 'cause you don't listen.

Facilitator: Let's all read it.

Recorder: I don't wanna read.

Reporter: OK, I'll read it again. This time you should listen. (*reads it again but not very clearly*)

Recorder: I still don't get it.

Reporter: Don't be so stupid. We just told you.

Recorder: Shut up! You're the one who's stupid. You don't even read it right.

Reporter: (*withdraws, gives Recorder a dirty look*)

Facilitator: (*starts to work with the pieces of the puzzle*) How can we fix these the right way?

Harmonizer: Put 'em this way. (*moves pieces around*)

Facilitator: No! That's not right.

Recorder: Maybe we could try this. (*moves pieces*)

Facilitator: No, you don't know how to do it. (*yells at Recorder*) You never do it right. Now you've messed it all up.

Reporter: (*to Recorder*) We always get in trouble 'cause you mess around.

Recorder: (*moves desk back and starts talking with Harmonizer about something that was on TV*)

Reporter: We're almost out of time. We have to get this done.

Facilitator: Well I can't do it all by myself. All of you just mess around and never do anything.

Narrator: Ok. Cut. Let's discuss what's going on in this skit.

PROGRAM FOR COMPLEX INSTRUCTION
Skillbuilder: Roleplaying Roles
Skit D

Cast of characters :

- Narrator (played by teacher or a sixth group member)
- Facilitator
- Reporter
- Recorder
- Harmonizer

Setting the Stage

Group is sitting at four desks. Everyone is looking at the individual report forms.

Narrator: (*group frozen while narrator introduces skit*) In this skit the group has finished their project and their presentation and is ready to start working on their individual reports. Ready, action. (*Narrator steps aside.*)

Facilitator: Oh no, now we gotta do the individual reports.

Recorder: Look, the questions are almost the same as the ones we had on the activity card.

Reporter: Yeah, what did we say about this one?

Harmonizer: I dunno. I didn't write 'em down.

Reporter: Who's got the notes?

Recorder: Everybody was supposed to take notes.

Facilitator: Here. Uh oh, I only wrote down part of the first question.

Reporter: Somebody must've done the rest.

Harmonizer: (*sees Recorder writing*) What are you writing?

Recorder: I remember some of this from before.

Harmonizer: Well what's the answer?

Recorder: It's an individual report, I can't tell you.

Harmonizer: Look, you've got a whole bunch of answers! Let me see 'sm.

Recorder: These are mine!

Harmonizer: Just tell me what to put.

Recorder: You can't just copy. I have to explain it and there's not enough time.

Facilitator: It says to draw what it looked like in each of the three stages of the experiment. Did anybody make those drawings yesterday?

Recorder: I only remember what it looked like at the end.

Reporter: I know what we did but I don't remember how to explain any of this stuff.

Narrator: Cut. Ok. Let's discuss what's going on in this group.

PROGRAM FOR COMPLEX INSTRUCTION

Skillbuilder: Roleplaying Roles

Skit E

Cast of characters:

- Narrator (played by teacher or a sixth group member)
- Facilitator
- Reporter
- Harmonizer
- Resource

Setting the Stage

Your group is at a learning station. You've followed the directions and have gone as far as you can in the activity but now you are stuck. The Facilitator, the Harmonizer and the Resource person are discussing what to do next but are getting frustrated. The Reporter is trying to get the teacher's attention.

(Narrator steps aside.)

Narrator: *(group frozen while narrator introduces the skit)* In this skit, the group is working on an activity about heart disease. The Facilitator has read the activity card to the group and the students now have to discuss the information and begin on their group product. Ready, action.

Facilitator: This is totally lame. I don't understand what we're supposed to do! What's this mean? *(begins to read activity card but has problem with word)* Ath, ath, athlero, athlerosclerosis?

Harmonizer: Who knows?! Just forget about that. Let's start on the Individual Report.

Facilitator: *(interrupts)* NO! That's wrong cuz why would all this stuff be here *(pointing to all the materials)*. We're supposed to do something with this. *(frustrated, he/she sighs and sits back)*

Reporter: Teacher, teacher! We're stuck.

Resource: *(to Harmonizer)* We're not supposed answer the questions until later. Doesn't that stupid paper say anything about what to do next?

Harmonizer: *(shouts across the room)* Ms. **Teacher's name** what are we supposed to do with all this stuff on the desk?

Reporter & Resource: *(get up and start following the teacher around)* Teacher! We need help!

Harmonizer: Oh forget it! *(throws down the materials and starts sulking)*

Facilitator: *(starts fooling around with materials on the table)*

Resource: *(still following teacher around with Reporter)* Teeaaacccheer!!! We don't understand.

PROGRAM FOR COMPLEX INSTRUCTION
Skillbuilder: Roleplaying Roles
Skit F

Cast of characters:

- Narrator (*played by teacher or a sixth group member*)
- Facilitator
- Resource
- Recorder
- Harmonizer

Setting the Stage

Students are at their learning station. The Facilitator and Harmonizer are busy reading the activity. They are ignoring the other two students and have the cards and materials to themselves. The Resource person and Reporter are off task. The Resource person is doing her make-up and then quietly watching the other groups in the class. The Reporter is tooling around with a friend in nearby group.

Narrator: (*group frozen while narrator introduces skit*) This skit opens with the group members working on a math unit. They are about to get started on their group product. As the skit begins, they are discussing what they need to do next. (*Narrator steps aside*)

Facilitator: (*reading the card to Harmonizer*) Then discuss and create. (*they both look at activity card and resource card*)

Reporter: (*to friend at next table, laughing about their plans for the afternoon*) Yeah, cool! We'll go over there at lunch. Maybe Neil wants to too.

Harmonizer: (*to Facilitator*) Okay, I know what we'll do. We'll take this butcher paper and we'll first draw a big picture of the US. Okay? Then we can make little houses and stuff with cardboard and the junk. (*the two start to taking paper and putting things together, drawing, etc.*)

Reporter: (*to other group nearby*) That looks stupid. What the heck is that supposed to be?

Resource: (*done fixing make-up. Quietly watches other groups.*)

Facilitator: Okay, (*points to Resource person*) I need you to make some houses with this construction.

Resource: Why should I? That's a dumb idea.

Harmonizer: Come on, you guys, everyone is supposed to help.

Reporter: (*ignores them, continues to fool around*)

Harmonizer: Ms. **Teacher's Name** they won't help. They just want to fool around. We're doing all the work.

PROGRAM FOR COMPLEX INSTRUCTION
Skillbuilder: Roleplaying Roles
Skit G

Cast of characters :

- Narrator (played by teacher or a sixth group member)
- Facilitator
- Reporter
- Harmonizer
- Materials Manager
- Teacher

Setting the Stage

The group is sitting at four desks. Facilitator is silently reading activity card. Materials Manager is looking at ceiling. Reporter is looking at Facilitator. Harmonizer is writing something down. Teacher is with another group.

Narrator: (*group frozen while narrator introduces skit*) In this skit, this group of four is working on an activity where they study the design of a medieval castle and then build their own castle. As we join them, they have just finished answering some questions about the castle. Ready, action. (*Narrator steps aside.*)

Facilitator: (*putting activity card down*) Ok, everybody has the answers to the questions written down. Now, it says we have to build a castle.

Reporter: Any kind of castle?

Facilitator: It doesn't say, just build a castle.

Harmonizer: Why don't we make it like the one in the picture (*pointing to photo*).

Reporter: That's too easy.

Materials: So, we only have 25 minutes. I'm going to go get some materials.

Reporter: I'll go with you. They can figure out what to do. (*the two walk over to the materials table and start sorting through different items.*)

Harmonizer: (*to Facilitator*) We can't do anything until they return. (*gets up and goes to table next door, leaving Facilitator all alone at the table. Begins talking to neighboring group.*)
What are you guys supposed to do?

Teacher: (*to Facilitator*) Where's the rest of your group. (*facilitator points to others*). How did that happen?

Facilitator: They went to get materials, and we we're bored waiting, so he/she left.

Narrator: Cut. Let's discuss what's going on in this group.

PROGRAM FOR COMPLEX INSTRUCTION
Skillbuilder: Roleplaying Roles
Skit H

Cast of characters :

- Narrator (played by teacher or a sixth group member)
- Facilitator
- Reporter
- Harmonizer
- Materials Manager
- Teacher

Setting the Stage

The group is sitting at four desks. Facilitator sits a little away from the others in the group. The Facilitator is not looking at the group and is instead stacking and re- stacking a set of magazines or books. Materials Manager is reading the activity card. Harmonizer is writing the group's names on a piece of paper. Reporter is looking at resource card. Teacher is with another group.

Narrator: *(group frozen while narrator introduces scenario)* In this scenario, the group of four has just read some background information on Martin Luther King. They now have to discuss that information and create a mural that tells the class about him. Ready, action.

Reporter: Who wants to read the directions on the activity card?

Materials: I will. *(picks up card and begins to read. As Materials Manager reads, all but Facilitator listen attentively. Facilitator continues to look away and stack/re-stack magazines or books. Facilitator does not appear to be involved in this group.)* "As a group, discuss the questions below and have the Recorder write down the group's responses. Then create a mural that shows the contributions Martin Luther King made to the Civil Rights Movement."

Reporter: What's the first question? *(Teacher steps in and interrupts.)*

Teacher: **Name of Facilitator** is in your group too.

All: We know.

Teacher: Okay. *(to Facilitator)* And how are you helping the group?

Facilitator: I'm listening to the questions.

Teacher: *(to others in group)* And how are you, helping him/her feel like he/she's a part of the group? *(long pause before next person speaks. Everyone avoids looking at the teacher.)*

Harmonizer: He/she can answer the questions if he/she wants.

Teacher: Are you all feeling okay?

All: Yeah.

Harmonizer: (*as teacher leaves*) We can't make him (her) participate.

Reporter: What was that first question again?

Narrator: Cut. Now let's discuss what's going on in this group.