**Performance Task: Role-play**

The lesson was borrowed and adapted from the Equality and Human Rights Commission and is available at <http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>.

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| **Performance outcome:**  **Indicators for the performance:** | **Students will work effectively as members of a team when choosing individual and group roles.**  Students will understand that people have  negative attitudes and what  is meant by prejudice and  stereotypes  Students will be aware of the negative  consequences of prejudice and  stereotypes  Students will be able to recognize their own  and others’ stereotypical attitudes.  **Students will choose expressive language to communicate. (Application)**  **Students will demonstrate the** ability to converse with peers while engaging in an exchange of several thoughts or ideas. **(Application)**  Students will participate in dramatic play activities and model characters from given the scenario. (Analysis) |
| **Description of the performance task:** | **As a group work with group members and choose individual roles from the role-play script. As an individual student dramatize the character enacting the situation where young people are thinking about who to invite to a party and making prejudiced comments about different people. As a group explains what is wrong with the situation and devises a possible solution to the problem. Each student is required to write a brief journal entry about the stereotype role-play experience. The final product criteria will be evaluated on quality of work, working with others, preparedness, required elements and dramatization during the role-play.** |
| **Viewing of performance** | **The teacher and students in the class will view each group’s performance.** |
| **Step-by-step process for task**  **completion** | **Choose individual roles selecting a character from the role-play script.**  **Prepare and organize the role-play**  **Enact and model the situation where young people are thinking about who to invite to a party and making prejudiced comments about different people.**  **Dramatize the characters in the sketch and play the character role in a convincing, consistent manner.**  **Express the following components: voice, movement, characterization, and confidence.**  **Demonstrate clear speech with appropriate volume and inflection.**  **Express arguments and viewpoints that fit the role played.**  **Capture and maintained audience interest.**  **Explain what is wrong with some of the people’s attitudes in the role-play.**  **Devise a possible solution to the problem.**    **Write a brief journal entry about the stereotype role-play experience** |
| **Process criteria** | Degrees of Effectiveness   * highly effective * effective * moderately effective * minimally effective * ineffective   Chose individual roles selecting a character from the role-play script.  Prepared and organize the role-play  Enacted and modeled the situation where young people are thinking about who to invite to a party and making prejudiced comments about different people.  Dramatized the characters in the sketch and play the character role in a convincing, consistent manner.  Expressed the following components: voice, movement, characterization, and confidence.  Demonstrated clear speech with appropriate volume and inflection.  Expressed arguments and viewpoints that fit the role played.  Captured and maintained audience interest.  Explained what is wrong with some of the people’s attitudes in the role-play.  Devised a possible solution to the problem.  Wrote a brief journal entry about the stereotype role-play experience |
| **Final product criteria:** | Degrees of Frequency   * usually/consistently * frequently * sometimes * rarely * never |
| Real world context for performance task | **As a group students will work with team members and choose individual roles as might do in a real-world work situation. As individuals, students will enact the situation where young people are thinking about who to invite to a party and making prejudiced comments about different people as they might experience in a real-world social situation. As a group students will explains what is wrong with the situation and devises a possible solution to the problem. Devising solutions to problems is a critical real-world skill needed in most work situations.** |

**Rubric Design: Holistic rubric**

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| **Product Criteria** | **Score** | | | |
|  | **4**  **Almost always** | **3**  **usually** | **2**  **sometimes** | **1**  **rarely** |
| **Working with Others** | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause \"waves\" in the group | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |
| **Preparedness** | Brings needed materials to class and is always ready to work. | Usually brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work |
| **Required elements** | **Student almost always included more information than was required.** | **Student usually included all information that was required.** | **Student sometimes included most information that was required.** | **Student rarely included most information that was required.** |
| **Dramatization group role-play** | **Group consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.** | **Group usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.** | **Group sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.** | **One or more members of the group had a presentation style that did not keep the attention of the audience.** |
| **Quality of Work** | Almost always provides work of the highest quality | Usually provides high quality work. | Sometimes provides work that occasionally needs to be checked/redone by other group members to ensure quality. | Rarely provides work that usually needs to be checked/redone by others to ensure quality. |