ACTIVITY 1

CHANGE SCENARIOS ROLE-PLAY

SKILL/S COVERED: Adaptability
APPROXIMATE TIME NEEDED: 50-60 minutes
AGE GROUP: 8-12 years old

BRIEF INTRODUCTION

Adaptability is very important in navigating changes and challenges in life. It involves being flexible, resilient, and able to adjust to new situations or circumstances. Role-playing gives students a setting in which to analyze decisions by reflecting on past experiences and assessing potential future outcomes by acting as another person and essentially placing themselves in the shoes of someone else. The information gleaned from such exploration is more likely to be understood and used than just giving students information about choices and consequences and asking them to just accept them (Lewkowicz, 2007).

AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK

Activity-based on ideas gleaned from the book “Teaching Emotional Intelligence: Strategies and Activities for Helping Students Make Effective Choices" by Adina Bloom Lewkowicz (2007).

GOAL

To help students practice identifying and managing their emotions in response to change, develop strategies for building adaptability, and learn from each other's experiences in a supportive and interactive way.

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NUMBER OF PARTICIPANTS

All the class members.

NECESSARY MATERIALS

- Sheets of paper
- A classroom whiteboard
- Furniture or items from the classroom can be used according to the role-play as students see it fit.

INSTRUCTIONS

1. The teacher initiates a brainstorming of a list of common change scenarios that students may encounter in school or their personal lives. These could include changes in routine, unexpected events, transitions to new classes or schools, or changes in relationships.
2. The class is divided into small groups and each group is assigned a change scenario to work with. They are provided with some time to discuss and plan a short role-play based on their assigned scenario. They are encouraged to think about the emotions and challenges associated with the change and how they can demonstrate adaptability in their role-play.
3. Each group performs their role-play for the class.
4. After all groups have performed their role-plays, the teacher leads a whole-class reflection session. He or she encourages students to share their thoughts, insights, and personal experiences related to adaptability and emotional intelligence. Any common themes or strategies that emerged from the role-plays are being discussed.
5. A list of strategies for building adaptability and emotional intelligence is being brainstormed by the class as a whole. These might include techniques such as mindfulness, positive self-talk, problem-solving skills, seeking support from others, and maintaining a growth mindset.

DEBRIEFING QUESTIONS

1. What emotions did the characters experience during the change scenario?
2. How did the characters demonstrate adaptability in response to the change?
3. What strategies did the characters use to cope with their emotions and adjust to the new situation?
4. What can we learn from these role-plays about adaptability and emotional intelligence?

OTHER USEFUL INFORMATION

- The teacher can encourage students to reflect on how they can apply the strategies discussed during the activity to their own lives and help them set specific goals for practicing adaptability and emotional intelligence in the future, both in school and beyond.
- Ongoing support and encouragement for students as they work towards developing their adaptability and emotional intelligence skills should be provided. The teacher can check in periodically to see how they are progressing towards their goals and offer additional resources or guidance as needed.

SUGGESTED ALTERNATIVES OR MODIFICATIONS (for shy or younger students)

- **Simplify Scenarios:** Use clear, relatable examples (e.g., "starting a new hobby" or "a friend moving away") to ensure all students understand.
- **Small Group Work:** Divide students into smaller groups to role-play, reducing performance anxiety.
- **Visual Supports:** Provide pictures or storyboards to illustrate the scenarios and guide students.
- **Pre-Taught Vocabulary:** Introduce key emotion words beforehand to support expression.
- **Written or Artistic Responses:** Allow students to draw or write how a character might feel if role-play feels too intimidating.
- **Puppet Play:** Use puppets or toys to act out scenarios, offering a less intimidating way for students to explore emotions.
- **Emotion Charades:** Have students guess emotions being acted out based on the "Change scenario."
- **Read-Aloud and Discuss:** Read a story about change and discuss how characters manage their feelings.
- **"What Would You Do?" Circle:** Pose scenarios and let students share verbally or with gestures how they would feel or react.
- **Emotion Thermometer:** Students rate how they think a character might feel on a scale, sparking discussion.

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