

Socio-Drama Strategy

Why?

The socio-drama is a form of role-play or dramatic improvisation. The activity places students in a new identity in a temporary and protected situation, thus allowing real feelings and thinking to emerge. It provides an opportunity to present both sides of an issue and requires participants and observers to consider alternative views.

How?

Any kind of potential or real conflict situation is useful for this type of role-play.

Begin with carefully structured activities and clearly defined roles that each participant is to play. Begin with the most secure students as actors. Stop the role-play when it is apparent that the fruitful outcomes are exhausted. One way to liven things up is to add characters while the play is in progress, permit actors to add characters as they see the need for it, or change roles in the middle of the play.

Following a role-playing situation, a discussion in large, or small groups is valuable. These questions are suggested:

1. How did you as actors feel?
2. How would observers have done things differently?
3. Would things work out that way in real life?
4. What might we learn from this incident or situation?

Dialogue Debate

Why?

The dialogue debate provides a structured discussion of a controversial topic.

More than a regular debate, the dialogue debate encourages students to examine many arguments from each point of view.

How?

The teacher should select four students or four teams for each debate. After the students have had enough preparation time, the debaters should conduct their debate before the other members of the class who will have opportunities to question the debaters after the completion of two or more rounds. Round I is begun with a spokesperson from one side developing one argument. The teacher should listen and, when one point has clearly been made, the teacher should stop the speaker. At that time a spokesperson from the other side must pick up the first point presented, refute it to the best of his ability and continue to develop a new point in favor of his side's position. Once again, the teacher should stop this second speaker as soon as the speaker has developed a new idea. The first side then must respond and develop a third idea. The same pattern should be followed with each round consisting of statements from each student or team. Depending upon the complexity of the topic and the amount of preparation, only two or more rounds may be needed. At the end of the last round the audience should be encouraged to ask questions and offer additional points. The debaters may ask for a vote from the audience to determine the winning side.

Decision Tree

DECISION TREE

Why?

To create a visual display of possible alternatives and consequences in the decision-making process.

How?

1. Provide students with a model of the decision tree on a handout, transparency or chalkboard.
2. Identify the occasion for a decision, such as choosing a leader or settling a conflict.
3. Map out two or more alternatives along the trunk and branches of the tree.
4. In the foliage of the tree, list the positive and negative consequences.
5. Review and weigh the consequences. Make a decision.

