

Switching roles

3 steps to the activity realisation



Step 1 – preparation phase

Gather all participants in a group. Preferably, in a face-to-face setting; if this is impossible, the exercise can also be carried out online.

Step 2 – activity phase

At the beginning of the exercise, ask young people to tell a story. This story should be rooted in real life examples. They need to inform the listeners about the characters in the story, the situation, and the outcome. They also need to share - what they said and what happened

After this part, the young person starts to tell their story again - , but this time the learners can stop them by asking questions or changing the story in some way. they say something different, ask a question, or react differently to other characters in the scenario. Then the young person continues. The storytelling can be stopped multiple times.

Step 3 – wrap up phase

Ask a person to reflect on the new insights on the event: How it could have been different?

The learners can switch roles so the person who told the story now asks questions. Explain the role, this person does not need to replicate the events, they can do something differently or say something different.



Type of activity:
Role play

Value of the activity:
This activity improves a deeper understanding through shifts in perspective enabling the young person to reflect on decision points in life through reflection, questioning, and drama play.



Timing:

Implementation: 45 min - 1 hr

The exercise can be repeated in a longer drama session with a break in between. If a group has 6 – 12 learners, the session can be up to 2 hours long.



Activity follow-up:

More information on psychodrama: <https://www.psychologytoday.com/gb/blog/the-healing-crowd/201011/what-is-psychodrama>

More inspiration for drama and follow-up activities here:

<https://www.momjunction.com/articles/therapeutic-activities-for-teens-00400801/>

 Facilitation tip:

As the facilitator, you have two options to guide this session. Depending on how well the learners know each other, you can ask them to work either in pairs or in groups. If the learners do not know each other, ask them to work in pairs. If they already know each other, you can ask them to work in small groups. To show them how to do the exercise, do it as a pair first. If you are paired up with a learner, you can also swap roles to complete character shift and the exercise.

 Value quoted:

Your notes:

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