The Development of Structured Situations for Role-Playing in the LDS Department of Seminaries and Institutes of Religion

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THE DEVELOPMENT OF STRUCTURED SITUATIONS FOR ROLE-
PLAYING IN THE LDS DEPARTMENT OF SEMINARIES
AND INSTITUTES OF RELIGION

A Thesis
Presented to the
Department of Speech and Dramatic Arts
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Roy E. Welty
August 1972
This thesis, by Roy E. Welty, is accepted in its present form by the Department of Speech and Dramatic Arts of Brigham Young University as satisfying the thesis requirement for the degree of Master of Arts.

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A person whom I respect as a scholar once remarked that there is nothing wrong with standing on the shoulders of others if you give them credit for their support. In writing this thesis I have certainly stood on the shoulders of many people. I owe a great deal to Vernon Woolf for not only his encouragement to undertake this study but also for his material contributions in the form of his thesis and unprinted materials which he permitted me to use. My thanks must also go to my wife who spent many hours with me at libraries gathering information. I thank her, too, for her typing. Which brings me to another very personal sacrifice in typing this thesis, Haun Chamberlain. Gratitude must also be expressed to my committee who took time to not just criticize but to help me in my writing. Especially, I must thank Dr. Harold R. Oaks who took time to read, to evaluate, and to help in testing this material. To Jan Felix, who arranged for my testing at Kaysville Seminary, I also extend my appreciation. Truly, "no man is an island"; we support each other and lean on the arm of the Lord who ultimately makes all things possible.
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CHAPTER I

THE PROBLEM

Introduction

Studies have indicated a need for working with group teaching techniques. In 1959 Paul H. Dunn did a doctoral dissertation entitled, "An Evaluation of the Effectiveness of the Latter-day Saint Institutes of Religion." In that dissertation, to which I will refer in more detail later, he pointed to the faculty and student consensus for greater use of teaching techniques which would emphasize student participation and help in their development of effective communication. In 1966 J. Marvin Higbee repeated Paul Dunn's recommendations, indicating that students and faculty still felt this to be a great need. As I will indicate in my study, he felt students needed this involvement to increase their application of Christian principles to "everyday life."


A suggestion was made by V. Vernon Woolf which offered one way of accomplishing both of the preceding recommendations. His study was on literature about role-playing and its application to teaching in the Latter-day Saints Institutes of Religion.1

This very thorough study of literature covered material about psychotherapy, psychodrama, sociodrama, education and religion. Using charts he classified this literature in two ways. First, it was divided in five major areas concerning role-playing. Those areas were:

1. Studies in role-playing that relate most directly to a religious orientation.
2. Studies which relate to group teaching techniques and help explain how role-playing relates to group teaching theory.
3. Studies which give examples of role-playing and show its application to various settings.
4. Studies for more advanced or therapeutically specialized uses of role-playing.
5. Studies which evaluate role-playing.

Next, each study was classified as it related to LDS Institute objectives as established by Higbee's study. Those objectives were:

1. Religious Education.

2. Testimony.
3. Personal Living.
4. Social.
5. Church Service.
7. Counseling.

His conclusions were that role-playing is a teaching technique with direct application to every objective of the Institute program, including greater student participation. While most literature on role-playing prior to 1964 was concerned with theory and counseling applications, some interesting adaptations had been made in industry and other fields which indicated its value in the LDS Institutes.

To further support his thesis, Woolf tested sample roles for each of the seven objectives of the Institutes of Religion. These roles demonstrated the practicality of a role-playing approach. Both students and faculty observers were delighted with the results.

Four recommendations resulted from this study:

1. That a handbook of role-playing be made available to Institute instructors with illustrations of effective role-playing techniques.

2. That a training program be established to help interested teachers. Such a program was to include:
   A. Information defining role-playing.
   B. Information illustrating techniques developed and used in role-playing (particularly in education).
3. That encouragement be given to the further development of Church related "sample" roles.

4. That objective and reliable evaluation studies be encouraged to determine the effectiveness of role-playing in areas directly related to LDS Institutes of Religion.

Since the completion of Vern Woolf's study, no one has undertaken such projects as he recommended.

Statement of the Problem

The purpose of this study is to:

1. Provide information on the uses of role-playing that show its relationship to religious education.

2. Provide information on how to develop role-playing situations and use them in educational settings.

3. Develop some sample situations which may be used by other teachers.

Organization of the Study

Literature Review

Since literature on role-playing through 1964 had been reviewed by Woolf, I began with that which was written after that time. I also limited my reading to that material which seemed to pertain most directly to high school and college teaching.
Role-playing Situations Written and Tested

Short open-end situations were written for improvisational use. Some of these were tested and others were written based on the testing experiences. Some of the situations were tested in seminary classes, some in BYU religion classes, some in group discussions at a youth conference, and some in LDS Priesthood classes. A few were tested in all four settings. Student responses and my own observations along with the observations of other teachers were recorded.

Recommendations for Creating and Using Role-playing

My recommendations for creating and using role-playing situations for the LDS Seminaries and Institutes of Religion were written as a guide to assist other teachers.

Delimitations of the Problem

No attempt was made to determine a need for role-playing. No attempt was made to classify the literature as did Vernon Woolf. Nor was my intention to write a history of role-playing. I was not testing its therapeutic or educational effectiveness. Rather, the major concern for this work has been to provide teachers with information which they can use in helping students develop skills in dealing with problems and practicing gospel principles in life-like situations.
Definitions

For the purpose of this study I will use the following definitions.

Role-playing.--Structured group activity in which real life situations are considered in an educational setting wherein students spontaneously practice or experience being someone else for the purpose of considering satisfying ways of solving problems in an atmosphere of minimal stress. This technique is sometimes known as socio-drama but is not to be confused with the more technical therapeutic technique known as psychodrama which usually involves the individual playing himself and evaluating the behavior of that individual and is usually limited to use with mentally disturbed patients in mental hospitals. Also, as defined in this study, role-playing is sometimes referred to as creative dramatics or improvisation. It is not a rehearsal of an inflexible model.

The Church of Jesus Christ of Latter-day Saints.--The official name of the corporate body of people sometimes called "Mormons," "Latter-day Saints," "LDS People," or just "LDS Church" with its headquarters in Salt Lake City, Utah.

Seminaries.--The name of the religious education programs for high school students sponsored by The Church of Jesus Christ of Latter-day Saints. They are maintained
completely by the Church and provide formal classes in religion and a devotional service.

**Institutes of Religion.**--The name of the religious education program for college students sponsored by The Church of Jesus Christ of Latter-day Saints. Situated near each campus where the LDS enrollment warrants such a program, they are maintained completely by the Church. They provide formal classes in religion, a social program, a counseling program, and devotional services. These activities are coordinated by a director and where needed a staff of regular instructors, comparable in training to the college instructors.

**Scenario.**--The term commonly applied to a working production script for a play or film, is used in this study to refer to the narration of a scene after it has been enacted spontaneously.

**Situation.**--The statement of a conflict from which an improvised drama may develop in role-playing.
CHAPTER II

WHY ROLE-PLAY?

Introduction

I have written this chapter to provide an historical background from which we may see the use of role-playing and its value in education and counseling. Included in this historical background is a review of current literature illustrating some of the recent applications of role-playing by counselors and teachers. I conclude with a section on the recommendations which have been made for using role-playing in LDS Seminaries and Institutes.

Role-playing as an Aid to Primitive Societies

After having related to people the work which has been done in role-playing, I am frequently asked, "Why should we role-play? What is it supposed to do?" I would like to answer that question in this chapter. Shakespeare used the phrase, "All the world's a stage, and all the men and women merely players."1 As we look through history past and present, we can see how true that is. Observe how children imitate the world about them. Notice how they

1Shakespeare As You Like It II.vii.
imitate adult roles as they play "house." This is an example of role-playing on an informal basis and through it children learn how to handle various aspects of adult life. The same thing is true for social education on an adult basis.

Sir James Frazier fills his monumental six volume work *The Golden Bough*\(^1\) with story after story illustrating how primitive people acted out (at first very informally and then very formally and ritualistically) incidents representing past and future events with the hope of affecting the lives of those participating as well as the spectators. Ruth Benedict in *Patterns of Culture*\(^2\) refers to primitive peoples using role-playing to perpetuate tribal traditions and mores. The young people are taught their place in life and social obligations through role-playing. For example, she tells of the Dobu tribe whose marriage ceremonies are performed with role-playing where in the young couple are taught what to expect from their respective spouse and in-laws.

American Indian tribes had various forms of discipline using role-playing. The secret societies had discipline as one of their functions. The Lenape had a supernatural being known as the Living Solid Face or Mising\(^{w/}\).

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He went from village to village and house to house wearing a wooden mask with copper eyes and a crooked nose. Children were warned that if they did not obey, Mising would carry them away in a sack full of snakes. The parents posed as protectors of the children and attempted to bribe the visitor to leave the children alone. If particular problems arose at times other than the midwinter festival, he was called to make a special visit. Parents found it did not take long to frighten the weakness, sickness, or laziness from the children.¹

The Pueblos have a similar practice which they still use today. Chelo-Chelo is the name given to the disciplinarian for this group. He comes to the village once a year, usually about September or October. The occasion is a ceremony lasting one night. The preparation, however, has gone on all year. Any time a child does something he shouldn't, the parents warn him that if he doesn't watch out, Chelo-Chelo will take care of him. The parents then inform the Chelo-Chelo impersonator of specific things the children have done. The night of the ceremony he dons his costume, including a mask, and begins visiting the home of the village. He comes to the door and demands to see certain children, calling them by name. The parents plead for the child. Of course, it is to no avail. Standing before Chelo-Chelo, the child is accused and is punished. Usually

¹Lacee Harris, American Indian, Ute (Personal Interview, BYU, January 14, 1972).
the chase before the formal accusation is frightening enough to make the point, and if the child will commit himself to a good life, from then on that's all there is to it. Sometimes a child has been a particular problem during the year and merits a greater punishment. When such is the case, Chelo-Chelo stuffs them into a bag with appropriate protestations from the parents. Secured in the bag, the child is taken out into the night. As they walk along, there is much excitement. Shortly after leaving the home someone will come up to Chelo-Chelo and offer him something to eat. Gratefully he accepts and sets the bag on the ground. This, of course, permits the child to escape. So the activity goes throughout the evening and throughout the village.\(^1\)

The Pueblos also have a **positive** approach to discipline which is an enactment, too. This approach is through the Katchinas. Every boy is expected to eventually become one of the Katchinas who are the terrestrial representatives of the Koko gods who control the clouds and rain and general welfare of the people and at the same time represent the Pueblo dead. With the responsibility to care for the general welfare of the people comes the disciplining of the children. The parents make dolls for the girls and bows and arrows for the boys which gifts are secretly given to the Katchinas who give them to the "good" boys and girls.\(^1\)

\(^1\)Paul Ensico, American Indian, Pueblo (Personal Interview, BYU, January 16, 1972).
The Hopi go so far as to give the children an assortment of gifts dependent upon what the child wants. When the ceremony is being conducted, the Katchina dances up and produces the desired article. The parents comment that this is what happens when you are good.¹

I think that these examples indicate that all of the acting is not carried on by the masked or costumed performers. The North American Indian involved the audience in their ceremonies, too. As has been pointed out in these examples, the parents not only provide the gifts but they protest the punishment to be meted out. Also, the women in ceremonial audiences are expected to scream at the appropriate time to enhance the spectacle and make the children more fearful.

Role-playing as an Aid to Secular Education Today

Role-playing, as an integral part of the perpetuation of social values and relationships, is not limited to primitive societies, however. It may date back to the so-called primitives but it is very much a part of the modern education scene as well. Soldiers call it "combat training." Athletes call it "work out" or "practice." When we practice speaking in front of a mirror, we are role-playing. Industry, government, diplomatic service, and education and

religious groups as well as other organizations use role-playing for the purpose of teaching and training.

Recognizing the value of play in the learning process of young children, elementary school teachers the world over have used this technique to teach math, social sciences and language. Russian publications indicate their interest in how children learn to verbalize through the use of role-playing. A study from Soviet Education\(^1\) points out that children learn symbols from playing and from there the visual or pantomimed symbols are converted to word symbols.

This thesis, however, is not concerned with therapy nor with elementary teaching and therefore this review is primarily concerned with material in secondary, college, and religious education.

History teachers in high schools find the use of role-playing in a simulation process to be highly successful and stimulating. Morasky\(^2\) points to his success with involving the students in President Madison's decisions of the War of 1812. The students investigated not only the events of the time but also the personalities and then held the cabinet meetings while playing the part of the men of


history. Wayne Dumas\textsuperscript{1} also feels that role-playing helps to move history from the abstract to reality. Robert E. Cecile\textsuperscript{2} applies this historical simulation idea to current events and American foreign policy as well. He finds that his students consider these subjects more interesting when they can see the events in action in their own classroom.

This simulation process is also used effectively in economics. Students playing the role of rulers are given a series of economic problems by way of a computer. As they solve the problems, the computer relates the consequences of each decision. The students seem enthused at being a king.\textsuperscript{3}

English teachers are beginning to see great value in role-playing as an aid to teaching difficult material. Taking the roles of characters in Charles Dicken's \textit{Great Expectations} and answering questions from the class relating to the feelings and motives of those characters,\textsuperscript{4} writing a letter as Antigone or Macbeth,\textsuperscript{5} or lecturing as a person

\textsuperscript{1}Wayne Dumas, "Role-playing: Effective Technique in the Teaching of History," \textit{Clearing House}, XLIV (April, 1970), 468-70.


studied or a fictitious person who lived at the same time are all successful ideas using role-playing techniques to motivate study and learning. Acting improvisational scenes similar to those in an absurdist play is the way Peter Sheehan helps students understand their meanings and stimulates the students to read more traditional plays as well.  

College instruction is beginning to make use of role-playing techniques, too. Teacher training, public speaking, and English are some of the more common areas in addition to the counseling programs and related courses. A couple of cases are noteworthy in this area. Freshman English at the University of Massachusetts is taught by asking the students to assume the role of someone who writes in a certain style and then write a paper while playing that role. In a college speech course the students are asked to indicate their future occupations. Then, when it is their turn to speak, the class is to pretend to be the ages and personalities of the kind of people the speaker might encounter on the job after completing his education. Thus, through role-playing, students are given a more meaningful

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1Ibid.


3"Reform of Freshman English," School and Society, XCVI (October 12, 1968), 332-3.

learning experience. Student feedback in classes where this has been used has been very positive. Students have been grateful for being confronted by audience problems before facing them in "the real world."

As all of these studies have indicated, role-playing can do much to generate enthusiasm for learning. I found in my teaching that too often my classroom experiences were covered with the dust of the past. Role-playing brings studying into the present through a stress on active participation in learning that enhances the learning itself. This was found to be true in the history simulations mentioned in the studies by Robert Morasky and Wayne Dumas. In other words, we can connect knowing and acting on that knowledge by using role-playing. Not only can role-playing stimulate learning but it can require us to learn how to learn. Alan Gartner\(^1\) relates how federally sponsored programs to aid slow, underprivileged children found that, as children were asked to tutor other children, the tutors' work improved. Investigation indicated that as a student played the role of a teacher, he began assuming some of the characteristics of a teacher. He became a better student. He was more thorough in his preparation. His organization was better and his reading improved as the tutor attempted to project these characteristics to the students he tutored.

Once this growth was recognized, the question was asked, "How can we structure the situation so receivers of help will be placed in roles requiring the giving of assistance?"

This method of learning is not so new when we consider that the practice of students assuming the role of teacher has been used in modern colleges for years. We just hadn't thought of it as being a part of role-playing. But it is illustrative of how a person who role-plays develops new behavior patterns related to that role and acquires new feeling and consciousness. This development was found to be true in several studies as compiled by Elms in Role-Playing Reward and Attitude Change; An Enduring Problem in Psychology.¹ The acquiring of new feelings and consciousness is particularly noted in the studied by Janis and King in Elms' book.

So, among the reasons for using role-playing in education is its ability to create a spontaneous desire in the student to learn. Simon and Simon list five other benefits as follows:

1. The teacher becomes aware of problems needing clarification (thus role-playing is helpful as either a pre-assessment technique or an evaluation of learning at the end of a unit).

2. The teacher evaluates the growth taking place in students and the students can learn for themselves where

they need support and help.

3. The students increase in social skills as they make their presentation and learn to listen and adapt to the unexpected.

4. Role-playing may interest some of the non-academic students.

5. The student learns his feelings and responses to problems and learns that other people are not so different from him.

6. Students and teachers can test possible actions in safety and without fear of lasting consequences.¹

Role-playing as an Aid to Religious Education Today

Having considered the benefits of role-playing in secular education, let us turn to the additional benefits to be derived from using it in religious education.

Again, we see that from the earliest times role-playing has been an integral part of religious education. Egyptian priests enacted myths and religious doctrine to aid their congregations in understanding otherwise difficult concepts. The Greeks used the entire field of drama as a religious education technique. We owe even the word "drama" to the Greeks. These ancient dramatists were concerned with enacting great psychological and ethical problems so that

¹For further discussion of these benefits see: Marianne P. and Sidney B. Simon, "Dramatic Improvisation: Path to Discovery," The English Journal, LIV (April, 1965), pp. 323-7.
their audiences might be able to consider such important decisions. In connection with this enactment, we refer to Aristotle's much discussed catharsis. To the Aristotelian mind, the audience should have been so moved by the vicarious experience of confronting such situations, that they were purged of fears and pity as if they had actually experienced the situation themselves.¹

From ancient times until now there are many evidences of role-playing in religious ceremonies and ordinances. Often times we do not discuss their educational purposes but education is one reason for using ordinances and ceremonies.

Consider two of the Christian ordinances. The first, baptism by immersion, is most significant as role-playing. The candidate enters into the water playing the role of one who is dying as to worldly thoughts and actions. He is immersed or buried in the water as one who has died. Then he is raised again as one who has been given a new life. The second ordinance, the Sacrament, Holy Supper, Eucharist, whatever term may be used, involves the entire congregation's partaking of the Sacramental emblems with which they symbolically act out the acceptance of the sacrifice of Christ and His teachings. Both of these ordinances are intended to teach through participation. As a matter

of fact, unless we are considering the meaning of them as they apply to us personally, they are practiced in vain.

There are two more instances of role-playing in religious education which are peculiar to Latter-day Saints. One of these is genealogy and the other is temple work. With genealogy we are seeking for the names of individuals that they may have the saving ordinances performed for them although they have died. In this searching we are playing the role of a savior, one who will sacrifice his all to save others. In temple work we perform the saving ordinances for those who are dead and we stand in the role of that person for whom the work is being done. We are being that person. Again the reason being not only for the benefit of the one who is dead, but also for our own benefit that we may learn more of the role of a savior in sacrificing for someone else. It is also of interest to note the use of several aspects of role-playing used in the instructions during the temple ordinances themselves.

The uses of role-playing I have cited so far have been limited to ordinances and congregational experiences. Role-playing is applied in the small classroom of religious education, too, and it is here that we are most concerned. As discussed in Vern Woolf's study, little is being written about role-playing as it applies specifically to the teaching of religion.¹

¹V. Vernon Woolf, "A Study of Literature," p. 32.
Peter Diehl and Philip Kunz reported in the *International Journal of Religious Education* that they have found a great deal of satisfaction and success through working with role-playing. They related the use of this technique in helping church members better understand the problems faced by other members. In a small discussion setting they enact social problems which may be faced by a parolee or by an alcoholic and then discuss the enactment so that everyone in the group may better understand the motivations of others.¹

Clifford Frazier has written a book containing thirty scenarios of situations he has used in a Catholic school setting. The situations range from Christ's defending His statements from the Sermon on the Mount to cheating on tests and using marijuana. As his scenarios indicate, he found that by role-playing improvisational situations, lively discussions of current problems and interpersonal relations spontaneously resulted. This method of motivation made the class more exciting and religion more vital. Some of the students began bringing other students who were not enrolled in the class in after school to continue the role-playing and discussions.²


Here we see that, as in secular education, role-playing generated an enthusiasm for learning. In addition Lois Edinger noted the following benefits of role-playing related specifically to religious education.

1. It leads students to more relevant inquiry about current problems relating to religious concepts.

2. It provides participants with concrete references for abstractions so as to eliminate the parroting back of "what the teacher wants to hear." We need experiences to make abstractions meaningful.

3. It leads us to a more integrated view of man and how our attitudes relate to each other and to our actions (i.e. greed and avorice, hate and violence, sins and separation from God).

4. It aids in developing an individual's potential by exposing and overcoming fears, revealing abilities and permitting him to learn to express affection, anger, indifference and other emotions without permanent consequences in the learning process. ¹

As we look at the benefits derived from role-playing, both the secular and religious benefits, it appears that role-playing is very effective. It would be well to point out, however, that so far these apparent benefits are concluded from strictly subjective evaluations, and it

remains for someone to conduct an objective and reliable evaluation. Two difficulties arise in conducting such a study. One is the lack of people skilled in the use of role-playing techniques and the other is that the deep emotional changes in a personality are extremely hard to measure objectively, as Alan Anderson explains in his dissertation on the evaluation of role-playing.¹

We need to remember, also, that to receive these benefits, the teacher must change his role from being the sole dispenser of knowledge to that of a resource person, a manager of learning, an orchestrator of various learning activities. Fortunately, it seems teachers are beginning to think this way. With role-playing we must think this way or we may turn the learning scene into one of brainwashing. Role-playing in the classroom should be looked upon as an opportunity to plan and work with others.

Problem solving in this way eliminates the necessity of the students having to go through the teacher or the teachers having to go through the student to learn. Role-playing gives both of them direct contact with the material simultaneously and thereby develops a relationship rather than dependencies between them. The way is smoothed for people of unequal backgrounds to work together.

One more consideration of the educational aspects remains. The question is often asked, "I see the benefits can be great for those who are participants in a scene, but what about the rest of the class? What do they do as they observe from the position of an audience?" The spontaneity of the improvisation seems to close the gap between watching and participating. Everyone seems drawn into the scene as the emphasis is placed on communication. This involvement is one of the fundamental contributions of improvisation. Also, there are other techniques which may be used to involve the audience. These are listed in the next chapter.

Role-playing as a Counseling Tool

The second major use for role-playing is that it not only benefits the teacher in teaching subject matter, but it is also an aid to counseling. Role-playing can aid both formal counseling and informal counseling approaches such as teachers face each day.

Actually, role-playing, as we know it today, had its beginnings in psychiatry. Jacob L. Moreno, a psychiatrist, is the first man to formally use improvisational acting in the treatment of the mentally disturbed. He first noticed the therapeutic effects of drama as a child playing with neighborhood children. Later, as a student in Vienna in 1908-1911, he gathered groups of children together for impromptu plays which met with approval of both parents and teachers. By April 1, 1921, he had gained enough confidence
in using this theatre technique that he attempted it in professional theatre. That night he opened a show at the "Komedian Haus" in Vienna. There were no actors and the stage was bare except for a red plush armchair representing a throne. The intent was to involve the audience in improvisations to help them see the need for leadership in Austria. The experiment failed. The press and his friends were against him. Recognizing he had tried to go too far with his theories he continued to work with theatre as an avocation but maintained his medical practice.

Then, a significant breakthrough came in 1923. After the Komedian Haus, Moreno became involved in another theatre, the Theatre for Spontaneity. This time he employed actors to improvise scenes based on current events taken from the newspaper. Performances were for all intents much like the commedia del arte of the Italian Renaissance and Moreno claims his theatre is not only the predecessor but the inspiration for the American theatre group known as the Living Newspaper. However, the later group used prepared scripts and Moreno's concept was strictly improvisational; the plot being developed spontaneously from simply reading an article from that evening's newspaper. In this Viennese theatre group there was a popular young actress known for her ingenue roles. She married one of her fans who soon came to Moreno and complained that while Barbara was so charming in her stage roles, she was a shrew at home and even physically attacked her husband. They decided to
experiment. That night Barbara played the role of a prostitute. She was excellent in the role, swearing, kicking, and hitting at a man who eventually "killed" her as dictated by the story taken from the newspaper. Continuing to play such roles, it was not long until her behavior at home changed. Her husband admitted that in watching her performance, he had become more tolerant and understanding. After talking with Moreno, the husband decided that he, too, would act. He played in scenes opposite his wife. Eventually they played scenes more and more like their present and past lives. Audiences commented on how these scenes involved them more as well. Eventually Moreno explained his theory of catharsis: based on the Hebrew concept that for a saint to become a savior, he must make an effort. Combining this with the Greek concept of catharsis, the theory of psychodrama was formed: the actor is purged of his feelings as he acts them out on the stage and the audience is purified as they are excited by events enacted.¹

In subsequent writings Moreno explains that it is spontaneity which enables people to be creative and thus solve problems. He defines spontaneity as being able to respond to the pressures of a given situation without being restricted by rigid patterns of behavior. He was also convinced that the best therapy is not verbal but action.

¹Moreno discusses the origin of psychodrama and related theories as well as relating practical application principles and experiences in his book. J. L. Moreno, Psychodrama I (New York: Beacon House, 1946).
He advocated that before significant learning can take place a person must experience a total life application related to the unpredictable situations which develop in human relations. By using role playing a person may be exposed to numerous difficulties and learn to handle them satisfactorily.

Such exposure and learning is the great value of role-playing as stated by Fannie Shaftel.

Our purpose in role-playing is to help children explore in spontaneous enactment, the consequences of choices in human behavior. It is our belief that, by guiding children into an exploration of the consequences of their decisions, we help them to become sensitive to the impact of their choices and actions on other people. In this process, it is our hope that we help them develop individual integrity, and a sense of group responsibility.¹

Consider again the words, "help them develop individual integrity and a sense of group responsibility." That is an important reason for doing anything and certainly the Shaftels believe role-playing is one of the very best ways to accomplish those objectives.

In this context Shaftel is not speaking of psychotherapy. Following his contributions to psychotherapy, Moreno also saw the value of this approach in getting people to work with social problems and the technique was soon applied in that area. Now the participants were no longer playing themselves but they were representing others who

had certain views and attitudes concerning social ills as related to interpersonal relationships such as racial discrimination.

Interestingly, the individual may feel he is not himself but it has been found that role playing is a projective process and people do get emotionally involved. People trained in guidance find the technique a valuable tool because of this projection, but the unskilled are cautioned not to read too much into the way a person handles a given situation. Role-playing should not become psychotherapy unless it is in the hands of someone very well trained. Personalities and groups of personalities could be seriously damaged by abusing this technique.

Alan Anderson explains why role-playing works so well as a counseling tool:

In role-playing participants are not as conscious of the idea of "their" behavior being exposed . . . because they are playing a role. Therefore, the inhibiting influence of the fear of exposure is reduced . . . the feedback can also be more open and direct because observers are not criticizing or evaluating the person, but the role he is playing.¹

Thomas Lay tells of how easily he used role-playing to counsel with delinquent boys.² He was conducting a pilot study to help four boys in their understanding of language


skills. As the boys acted out the kinds of experiences which were difficult for boys of their background, they began talking of fears they had about people and expressed a desire to learn more about communication. One boy in particular became more at ease with the adult supervisors and the other boys following this experiment. Lay recommended further use of the approach and the organization of a full program based on this pilot study.

The Shaftels, Fannie and George, who seem to have made the greatest contribution to the use of role-playing in social studies for the elementary schools, have written a book which indicates, among other things, ways in which role-playing may be used in counseling.¹ They point out that this counseling technique can help in establishing a healthy self-concept which is basic to decision making and interpersonal relationships. At the same time, the students learn how to make decisions by gathering information, evaluating it, considering consequences, and evaluating them, and then making the decision. They also point to cases where role-playing has been used successfully in teaching mentally retarded children. That all problems cannot be solved is another of the things children can be taught through role-playing. We must make choices—one good over another good. We must learn to choose that which does the least harm in

some cases. Most important they feel is that each individual learns that he can cope with his life situations.

   Basically the benefits of role-playing are:

   1. Others in the class have an opportunity to see someone in a situation they have faced.

   2. Students can learn that a problem may have several possible solutions.

   3. Students can learn that others have problems similar to their own. This is learned both from the situation being acted and from the way the actors respond to each other and the problem.

   4. As students act, they can experience how it feels to be in another's place.

   5. By practicing a variety of behaviors in a series of role-playing experiences and by discussing the effects of each, students may be able to make more realistic choices for their actions in the future.

   Viola Spolin sums it up this way in describing the use of improvisations or role-playing, "the techniques of the theatre are the techniques of communicating."¹

   Role-playing in LDS Seminaries and Institutes

   We have seen that the general uses for role-playing are teaching and guidance. The question then becomes, "Why

role-playing specifically in the LDS Department of Seminaries and Institutes?"

The following recommendation was made by Paul H. Dunn in his doctoral dissertation of 1959 wherein he evaluated the effectiveness of the Institute program.

... It is recommended that teaching techniques which have as their prime motive, the activity or "doing" phase from the standpoint of student participation, be used more extensively in the areas of personal skills and appreciations.¹

He defined personal skills to include such things as "effective communication, creative or expressive activity, interpersonal skills ... ."

He emphasized the use of techniques which used student participation because his study found:

... Institute teachers tend to use the traditional approach in their techniques rather than develop new methods or create new ideas that will enable them to achieve a greater amount of success."²

In 1966 J. Marvin Bigbee did a follow-up on Paul Dunn's study and found that both faculty and students indicated a need for improvement in teaching the application of Christian principles to everyday life. He said, "... a simple knowledge of gospel facts is not enough. In many


²Ibid., p. 316.
instances those who are the best versed often have the most problems."¹

As a partial solution to the need for greater student involvement and to teach greater application of gospel principles, Vernon Woolf suggested role-playing. He noted that institute instructors tend not to use role-playing for the following reasons.

1. They lack knowledge of what role-playing is.

2. They lack knowledge and experience in using role-playing as a teaching technique.

3. They lack the experience or information on how to develop roles for the religious setting.

4. They lack the background material available on situations where role-playing has proven successful.²

His thesis was written to help remove those inhibiting factors. I am writing this thesis in response to his recommendation as stated earlier. A need for role-playing in teaching in the seminaries and institutes is still present. Students still need to develop those personal skills cited by Paul Dunn. Teachers still need to assist their students to apply Christian principles.

Occasionally I hear someone say that role-playing is a brain-washing technique. Students have to walk through


certain situations until they respond to the satisfaction of the teacher and in the way dictated by the teacher. Some handbooks may lead us to such an understanding as for example the one published for the U.S. Department of Labor.¹ As people read this publication with its emphasis on the modeling role followed by rehearsal to handle the situation as prescribed in the model, they fail to recognize that this procedure is only one way to apply role-playing and it is planned for a specific purpose: training people to apply for employment. There are other techniques and uses for role-playing given even in this Labor publication.

**Summary**

Primitive people from the earliest times down to and including our own times have used role-playing as a means of teaching and communicating social values to their young. The Greeks used their drama to help people consider great ideas. Improvisational drama is used as role-playing in teaching a variety of classroom subjects. This chapter has cited examples of role-playing being used in English, history, economics, speech and religion classes to give students a direct personal experience with such intangibles as feelings and emotions or to see a principle applied. A very succinct statement of the purposes of role-playing in teaching was written in the LDS Instructor in 1960.

Purposes of the role play are: 1. To allow the role player to experience something of the feelings and reactions of the others; 2. To give the person some practice in trying out a new way of behaving; 3. To provide a concrete example that all class members have observed so they can then analyze the forces and activities that occur in situations like the one reproduced in the role play.¹

Counseling is the field where role-playing has received the greatest attention. We have discussed in Chapter II the beginnings of role-playing for counseling purposes and listed its benefits in helping student solve problems and relate better to other people. The chapter was concluded by indicating that the LDS Seminaries and Institutes of Religion can be improved by the student involvement and participation derived from role-playing. Our task remains to apply this useful technique to our responsibilities as teachers of religion.

Application is the subject of the next chapter. My aim is to offer in that chapter the practical means to develop and use role-playing in the religion classroom.

CHAPTER III

THE PROCESS

Introduction

The role-playing method is very effective since it is so natural to all of us. It might be said that there is a little of the actor in all of us, from the cradle up. Watch any child imitate his parents, brothers and sisters or movie and television personalities and you will see role-playing in effect. Although we might not physically play the roles, it is normal for all of us to put ourselves in the places of others in all types of circumstances, thus going through situations we might not otherwise experience. In the classroom these normal human tendencies can be well utilized to help students learn specific principles.¹

The great expense of time, talent, and money in motion picture production and youth activities indicates the importance the LDS Church gives to drama in education. The fact that drama belongs in spiritual communication is indicated by its presence in various Church ordinances.

Spiritual Atmosphere Is Necessary

Before using role-playing in the Seminary and Institute classroom, however, a teacher would do well to consider the need for establishing the spiritual atmosphere of the gospel of Jesus Christ. This atmosphere is characterized

¹Paul H. Dunn, You Too Can Teach (Salt Lake City: Bookcraft, Inc., 1962), p. 158.
not by the silence of the sacrament service or such sacred ordinances, but is the spirit of love and brotherhood observed in the Church of Jesus Christ of Latter-day Saints. The spirit which draws the Church members together when they are threatened by mobs or crickets or floods or earthquakes.

Friendship is one of the grand fundamental principles of "Mormonism"; it is designed to revolutionize and civilize the world, and cause wars and contentions to cease and men to become friends and brothers.¹

That spirit of friendship is needed to teach in the religion classroom. Scriptures abound with references to the effect that without the spirit of Christ we cannot teach, and that is particularly true when using such personal approaches as role-playing. Teachers, love your students. Establish a spirit of friendship and understanding, then you are ready to role-play.

Vernon Woolf has suggested that the most efficient number of students for role-playing is between twelve and fifteen as recommended by Robert Blees.² This number allows for maximum flexibility. Although most teachers do not have classes that small, larger classes should not discourage us. I have worked with groups of over forty and felt that role-playing was not as effective as it is in the smaller number, but role-playing was still more effective

¹Joseph Smith, Jr., Documentary History of the Church of Jesus Christ of Latter-day Saints, I (Salt Lake City: Deseret Book Co., 1959), p. 579.

than other teaching techniques I used with the same group. If a larger group is used, the teacher-leader has to adapt his objectives and remember to be sensitive to the entire group.

Creating the Situation to be Enacted

Sources

Teachers beginning with role-playing are always concerned as to where they can get ideas for the development of situations to be enacted. They are all around us. I suggest the teacher carry a small notebook so ideas may be jotted down as they come to his attention.

The following is a list of some sources of incidents which I have used for developing role-playing situations. Other writers have suggested similar sources.

A. School

1. Conflicts with peers
2. Conflicts with teachers
3. Conflicts with the administration (usually student related but some teacher-oriented conflicts could be used)
4. Problems in the classroom
5. Boy-girl problems
   a. Dating
   b. Brothers and sisters
   c. Committees
6. Cliques and scapegoating
7. Events of urgent interest within the school
   a. Lunchrooms
   b. Athletics
   c. Report cards
   d. Tests
   e. Drama events
   f. Homecoming

B. Home
   1. Allowances
   2. Chores
   3. Dating
   4. Curfew
   5. Clothes
   6. Manners
   7. Jobs
   8. Responsibilities at home
   9. Fears
   10. Family relations
       a. Parent-child
       b. Sibling
       c. Grandparents
       d. Other relatives

C. Church
   1. Reverence
   2. Classroom conflicts
   3. Youth committees
   4. Camping
5. Athletics  
6. Cliques  
7. Church responsibilities  
8. Teacher-student conflicts  
9. Activity leader-student conflicts  

D. Society  
1. Racial tensions  
2. Religious conflict  
3. Social class barriers  
4. Fears related to war and destruction (very pertinent to senior boys)  

E. Scriptures  
1. Parables  
2. Famous characters  
3. Stories  

F. Professional Journals (Ideas tested by others are often printed and can be adapted.)  

G. Books on teaching problem solving (These are excellent sources because the problems are so easily adapted.)  

H. Literature books (Speakers frequently use great literature for illustrations.)  

I. Plays (These already have built-in conflicts. The absurdist plays by Pinter, Beckett, Ionesco, etc. offer ideas which present excellent plots concerning communication.)
J. A problem box for students to drop in suggestions of situations they would like to see enacted (These suggestions might need some adjustment by the teacher.)

I would like to suggest two other ideas for obtaining help. First spend five minutes a day in off-the-cuff conversations with youth. Such conversations keep you aware of current thought, feelings, and vernacular expressions which help in establishing authenticity. Secondly, keep a log for a semester of all the subjects you have role-played. Teachers find it surprising how many and how varied the ideas are that accumulate with just these last two suggestions.

Keep in mind, however, that the most important requirement is that the situation must have enough conflict of thought or personality to create emotional involvement. Role-playing must have a problem which arrests attention. To arouse attention or interest deal with subjects that are familiar enough to the group to be understood and subjects that require the group to make a decision.

Objectives

As in all teaching the instructor should have an objective in mind for the learning experience. Every Seminary and Institute teacher should be familiar with the following department objectives:

1. To help students achieve a real and meaningful testimony that God lives, that Jesus is the Christ, and that Joseph Smith is a prophet of God.
2. To help students increase in faith and testimony of the restored gospel and in the divine origin of The Church of Jesus Christ of Latter-day Saints.
3. To help students gain a fundamental and integrated knowledge of the whole field of religion and man's attempt to find and understand God and his purposes.
4. To help students apply the principles and spirit of the gospel in every walk of life: in friendship, courtship, marriage, and family life; in study, work, and politics; and in church and community life.
5. To help students increase in their love for the Church and in their ability to render effective leadership and service.
6. To help students relate their growing understanding of the gospel to their continued study and thinking in academic fields, that they might learn to combine successfully a thoughtful appraisal of life with a firm and meaningful faith in the gospel.
7. To help students feel a growing sense of responsibility toward the community, the nation, and the world, and to inspire them to utilize their faith, knowledge, and skills to be more effective and devoted citizens.
8. To help students recognize their great potential as children of God; to achieve maturity in their personal adjustments, self-understanding and self-acceptance, and in their ability for creative living.
9. To guide students to an understanding of the meaning and purpose of temple marriage and to develop in them the desire to pattern their courtship, marriage, and family life to the high ideals and commitments of the temple.
10. To arouse in students the spirit of missionary work and to help them prepare in both mind and spirit for effective and honorable service in the mission field.
11. To help students increase in their appreciation of all the spiritual values of life and in excellence in all worth-while endeavors.\(^1\)

These objectives are general areas toward which instruction should be directed. Each course has its objectives, and each lesson has its own immediate objectives, but the teacher may find it easier to keep the broadest ones in mind

when creating role-playing situations, as more latitude is provided for the teacher's creative thinking. The specific objectives can be defined during the discussion.

Writing the Situation

Writing is easier for me if I have a specific format to follow. In addition, the role-playing situation is also easier to find and to use in the future. The following situation illustrates the format I prefer.

Date on a Bike

Situation

A boy comes on a bicycle to pick up his date for the movie. She has expected a less casual date and is well-dressed.

Instructions

To the boy (may be given with or without the girl being present).--You are seventeen years old, active in school activities. You are popular with both boys and girls, and get good grades. You have your own car and since you work at a part time job, you have plenty of spending money.

To the girl (may be given with or without the boy being present).--You are seventeen years old, active and doing well in school. You like this boy and have dated him twice before but the dates were not very close together. He has asked you to go to a movie tonight. You have spent time
fixing your hair and you are wearing a pretty dress so you
can give the big impression.

To both.--She is all ready and waiting. Her hair
is looking especially pretty and her dress is pretty and
feminine. He comes down the street and pulls up to the
curb not with a car but with a bike (or motorcycle if the
teacher prefers it).

Observations

1. Were they spontaneous?
2. How did the girl feel when he came on the bike?
3. How did he feel when she reacted as she did?
4. Did he take the initiative to solve the problem
   or did she?
5. Did they go on the date?
6. Did they remain friends?

From the preceding example the following can be de-

fined.

Situation

A simple statement of the main people involved and
the conflict to be enacted. This statement should be kept
brief and simple. The strength of role-playing lies in its
simplicity.

Cast

A statement of who is in the scene and perhaps an
indication of their relationships. The cast listing permits
the teacher to see in a glance how many people he needs of each sex.

**Instructions**

The information given to the cast and the audience so the actors can understand their character and the relationships between characters. Again, keep it simple. Too many instructions confuse the actors. The purpose is to give the actor some internal and external motivation to use in deciding his course of action.

**Observations**

Written questions to be asked after the enactment of the situation. These questions should be related to the objective and should be directed toward the dynamics involved in the situation rather than the individuals. Questions such as, "How did you feel about what you did?" or "How did you feel when he said, . . .?" help students see the relationship of feelings and actions. Often people do not know how they feel or that such feelings have generated a specific action. Remember, one of the benefits we find from role-playing is that students learn to relate feelings and actions.

These and similar questions may be directed to either the cast or the audience or both and are intended to promote discussion to consider and evaluate alternative solutions.
The questions may be given to the audience before the roles are played but such preparation seems to make little difference in the discussion. The only time I give questions before the playing is when there are one or two things in particular I am anxious for students to observe and I am afraid they won't notice these things unless I prepare them in advance.

**Presenting the Situation**

**Maintaining the atmosphere.**—As has been pointed out, the atmosphere for the presentation must be warm and friendly. Students must feel free to express their emotions without condemnation. To feel this way will require an air of permissiveness so the students will make the decision and be responsible for it. It is imperative that the teacher-director avoid moralizing and approving or disapproving any part of any action or discussion. As soon as approval is given, students will try to find the "right" way and will continue to operate in that framework.

To communicate this permissive attitude most effectively, I find it best not to give a lot of instructions, but to simply begin with a few short warm-ups which will establish the atmosphere and also get the students used to thinking and acting spontaneously.

**Warming up.**—When planning to do role-playing very extensively during the year, the teacher would do well to begin early in the year with some get acquainted activities.
Students may know each other, but they seldom feel comfortable in front of each other. The following exercises have proved effective for me in establishing a working rapport. They not only work in a regular classroom situation but will work under other circumstances, too. I have tried them with inmates at the Utah State prison, a group who are rather self-conscious anyway, and found these exercises to be very useable.

I have people stand in a circle facing each other so they can observe each other. These exercises are all done without props of any kind.

1. Pretend to eat—an ice cream cone, a potato chip, a pickle, a lemon.

2. Play catch with an imaginary ball throwing it around the group. Change it to various sizes, a baseball, a basketball, a ping-pong ball, a medicine ball.

3. Show what you would do if you had just walked five miles or tried to lift weights in the weight room.

4. Show how you brush your teeth or nail two boards together.

These exercises produce varying responses, but it is interesting to note that even with the inmates, people overcome their fears and inhibitions rather rapidly.

To start the use of dialogue, I like to use simple roles where one person introduces another or they meet as strangers, or two old friends meet after not seeing each other for several years. These situations are not very
emotional and they do not involve great decisions, but they do help people to start thinking and talking. These simple conversations also aid in pointing out how it is easier to talk about familiar things rather than just make-up totally fictitious conversations.

Casting the roles.--The warm-ups should also aid the teacher in casting. Using warm-ups is one good way to find who is least inhibited. Those people with the fewest inhibitions should be cast in the most active roles and those roles that will require the earliest involvement in discussion. One of the objectives of role-playing is to get people to overcome inadequacies. Frightening them is no help. Other clues to the class members' personalities are the way they dress, the way they walk, and the way they talk in informal, spontaneous conversations.

I also find it helpful for the first few times to ask for volunteers. I just tell the group I need a mother, a father, two friends, etc. and usually people respond readily. Responses are especially good after the warm-ups. Later it is best to assign students to play roles into which you would like them to gain insight.

Instructing the cast.--This moment is vital. The whole effectiveness of the role-playing is determined by how the instructions are given. No matter how good the casting or any other preparations, if the instructions are not well given, the enactment will never reach its potential. The
instructions must be quick and simple. Since role-playing requires emotional involvement, the information should be delivered to establish the needed emotion in the student. To give information to create emotional identification will require a knowledge of the vocabulary of the age group as certain words will arouse different responses in different age groups, for example, "bummer" or "cool." Remember, the instructions are being given to produce an emotional involvement under which people will work out solutions. If they do not have the emotion produced, they cannot work with that emotion.

Sometimes the emotion is more easily produced if the other participants are out of the room when you give the instructions. Knowing only what an individual knows in real life adds to the reality of the situation. Be sure, however, that the characters know the relationship they have with each of the people involved in the scene. Insuring this knowledge of the relationship is one reason why it is easier to begin with scenes requiring only two or three people. Using fewer participants makes it easier for both the teacher and the students until people are more familiar with role-playing.

The physical setting is unimportant. To know where the scene is taking place is sometimes necessary, but let the students make their own decisions as to what objects are in the setting and where they are located. Students' minds become cluttered trying to remember what the teacher
has said about the environment and they forget to concentrate on the relationships.

**Trying Some Variations**

As the teacher and the group become more experienced with role-playing, they may want to add some variety to the technique. Variations can be developed to meet the personalities of those involved and teachers need not feel that the following suggestions are the only ways to role-play. This list is intended only to demonstrate the flexibility of the technique.

**Open-end stories or films.**—The Shaftels use the open-end stories very successfully. The story is presented, the students may or may not discuss possible endings, and then the possible endings are enacted.

**Doubling.**—Two people play the same role and one person says what he thinks the other person really meant. Using this communication technique requires people to become very sensitive to what they say and hear.

**Role-switching.**—Two participants switch roles during the enactment. Switching teaches quickly the idea of having two sides to every story and is an often-used counseling technique.

**Imitation.**—The participant returns to the audience and watches someone else play the role as he has been
playing it. Observing allows the participant to see himself as others see him.

**Pictures.**--The students are shown a picture of an event in progress and then role-play to answer the questions of what has happened, what is happening and what will happen.

**Soliloquy.**--The student vocally expresses his thoughts while carrying on the action with the other participants. Soliloquy can be combined with doubling and one person soliloquizes while the other continues the regular dialogue of the scene.

**Conscience vs. temptation.**--When the participant is faced with a decision, the audience may interrupt the action and serve as his inner mind. They then present the thoughts both pro and con that he might consider while he decides. Afterwards, the participant could be asked which thoughts impressed him and what way the thoughts impressed him. Students are often surprised to learn that what was intended as a positive thought was interpreted as negative by the participant.

**Side Coaching**

Providing learning opportunities and then sitting back and watching is not too difficult, but to remain a silent observer when students are chaotic or lethargic is nearly impossible. Having something to say to help the
scene is best. Side coaching keeps the reality alive. The teacher seeing the needs can interject ideas. This interjection often creates the feeling that the teacher is working with the student on a problem. Care should be taken, however, to use terms which promote the group spirit, such as "Share your voice," "Share with your audience," "What is your reaction to that? Show us."

Deciding When to Cut

The teacher must decide when to cut by considering the direction, the pace, and the length of the drama. For example, students may be portraying a scene of aggression, and loud talking or shouting may result or perhaps even physical action such as shoving or pushing. There is always a danger of physical activity going too far and someone being hurt. On the other hand stopping things too soon may curtail learning. Time itself may not permit an engaging scene to continue. There must be time left for discussion. Side coaching can often assist the pace. "One minute" or "half a minute more" spoken from the sidelines can help immeasurably.

The only way to know for sure to cut the scene is when the action has stopped and the players are simply ad-libbing, giggling, making jokes, etc. Such behavior is an indication that the participants are not concentrating on the problem.
Giggling is natural as students first work with role-playing, but this activity will minimize as the teacher maintains an accepting and protective atmosphere.

**Guiding the Discussion**

The critique is indispensable. Here is where the teacher must remember his role as a guide to learning. During the role-playing the teacher should avoid interfering or correcting other than limited side coaching. Remaining quiet is difficult when students are floundering, but the time for the teacher to contribute is before or after the enactment. Before the scene starts the teacher might point out some things to observe such as: how are people feeling? who is affected? could this really happen? After the conclusion, the discussion begins and the teacher should make it very clear that judging is not the objective. Learning is best accomplished when "correct" solutions are not the goal. Seeking the "right" way limits the experiences of both students and teacher. Besides, knowing how a student solves problems whether the solution is right or wrong is important for counseling. The teacher should do all he can to explore the students' ideas. Each person's contribution should be considered rather well before going on to the next student. People will soon feel their thinking to be worthwhile and be willing to listen to others. Being permitted to express themselves freely is one way students can learn who they are and what they believe. The teacher who says,
"Can we explore the differences of opinion and try to understand how each of us arrived at our opinions?" is teaching respect for others. It is important to keep the discussion on the role and the situation rather than on the student who played the role. I find that students will usually arrive at conclusions in harmony with Church teachings and great good is done by their knowing that they came to the conclusion themselves rather than being told. This knowledge also makes for a stronger commitment to those truths.

The major questions for seeking alternative solutions which may also be acted are:

1. What else might people like this do?
2. What else could (name of the character) have done?

These questions may be directed to the cast, the audience, or both.

The questions which will aid not only in discussion but in improving role-playing are the same as those used in evaluating improvisations.

1. Was concentration complete?
2. Did they solve the problem?
3. Did they communicate or interpret?
4. Did they show or tell?
5. Did they act or react?
Summary

I have pointed out that ideas for role-playing are to be found wherever people interact with each other. The wise teacher will choose situations that are close to the students' experiences to produce greater involvement. However, because the choice of terms used in presenting the instructions may also greatly affect involvement, the teacher should work to be aware of student vernacular. At the same time, it is also wise to be conservative with words. Too much talk can "put words in their mouths."

Once the scene is underway the teacher should be quiet except to aid in the student's concentration. If things begin to drag, that may be the time to cut the action and conduct the discussion which should consider alternatives and should be focused on the problem not on the actor. The teacher needs to have confidence that the students can handle the problems and consider himself as a resource person who is there to aid the students in expressing their ideas. The teacher is not an explainer or concluder. Students may be called upon to state their conclusions from the discussion, but the teacher's drawing conclusions tends to project the "correct way" concept which inhibits role-playing.
CHAPTER IV

ROLE-PLAYING SITUATIONS AND SCENARIOS

Introduction

After preparing the following situations, I needed to test them. I could have tested them in the college classes I was teaching, but I wanted to try them with both Seminary and Institute students. Since I had worked as a Seminary teacher in the Kaysville Seminary and knew most of the students, I decided to do my experimenting there. Arrangements were made for me to use seven classes. These seven classes included students in the ninth grade through the twelfth grade.

The situations used at Kaysville Seminary are indicated by the heading, "Kaysville Scenarios." I was not able to try all of them there at that time, however, and so I have included another section with some situations which were tested at a youth conference held at the BYU Alumni camp in Aspen Grove. They are in the section designated, "Youth Conference Scenarios." Other situations were tested with university students in the BYU Eighty-seventh Branch priesthood class and those who enrolled in Religion 122 sections fifty-one and seventy-nine at BYU which were taught by me. Those which were so used will be designated,
"College Scenarios." In addition I have included other situations which have not been tested. They will be in a section titled, "Untested Situations."

Kaysville Scenarios

Introduction

In each of the improvised scenes the students were given only the instructions and the description of the cast. The explanatory paragraph labeled "situation" is for the teacher only so he may know the problem without reading all of the information.

Introductory Roles--Warm-ups

Students being unfamiliar with role-playing and improvisational acting invariably try to think of clever, funny things to say and do. Knowing this and understanding how the discomfort of improvising in front of one's peers would naturally make students want to do funny things to relieve the tension, I decided to do some warm-ups that would help call attention to the problem and at the same time help the students draw from real experiences for the rest of the situations.

Experiences which students might have in normal student life were used as introductory roles or warm-ups.¹ Their use eliminated complicated instructions as the student

¹I used these warm-ups with college students too and found them as effective with the older age groups as with these high school students.
merely played someone like himself in a familiar situation. Instructions for the warm-ups were given to all participants in the presence of the entire class.

**Situation #1**

Meeting at a convention (FFA or Boy's State, FHA or Girl's State) for the first time.

**Cast**

Two people of the same sex.

**Instructions**

You have come to register and while you came as a group from your school, the others haven't finished registering yet. You see someone else, a total stranger, standing alone nearby.

**Possible Variation**

This situation could be expanded after the two people become acquainted by simply asking one person to introduce the other to two or three friends who arrive on the scene after having finished their registration.

**Observations**

1. Who began the conversation?
2. Who led the most?
3. What topics did they discuss?
   A. Personal or impersonal?
   B. Are they about other people? Self?
C. Are they about ideas?

4. Are the things discussed fictitious or real?

Humorous?

**Situation #2**

Two friends meeting each other in a store for the first time after not seeing each other for about three years.

**Cast**

Either two boys or two girls.

**Instructions**

You used to live in the same town. You went to grade school together and became good friends. The friendship lasted through the eighth grade when one of you moved away (teacher decides which has moved). Now you meet in a department store.

**Observations**

Same as in #1.

**Situation #3**

A boy and girl at a summer workshop program meet for the first time.

**Cast**

Boy and girl.
Instructions

The boy is a high school senior attending the Explorer Conference and the girl is a junior attending the drama workshop. They are both busy in activities at their respective schools.

Observations

Same as in #1.

Warm-up Scenario

I began by asking for two boys as volunteers. The class had a couple of extroverts who quickly jumped to their feet and came to the front of the room. I gave them the brief instructions that they were at a national FFA (Future Farmers of America) Convention and waited to see what would happen. They stood and stared at each other for a minute. Finally Blake spoke.

Blake: I'm Blake Webster. Who are you?
Steve: Steve Allen.
Blake: Where are you from?
Steve: Kaysville, Utah. You?
Blake: Uh, ---Tennessee.
Steve: What do you do?
Blake: Oh, I have a dairy herd.
Steve: How many?
Blake: About seventy-five or a hundred. You?
Steve: I have a small herd of beef.
And so the dialogue went. After about three minutes I cut and we then considered the observation questions. The students found that it was easier and more natural in such a situation to talk about impersonal things and they were quick to point out that the things talked about were fictitious as neither boy had cattle although both were in FFA. One girl asked, "Why didn't they talk about real things?" and the boys said they didn't know why, but they agreed that it would be easier to make the dialogue smoother and more interesting because they could draw from their memories. They agreed that they tried to be funny but cautioned subsequent participants that "what you think will be funny doesn't always come out that way." The class also agreed that if the objective is to see how we can improve skills in interpersonal relationships we must play it for real rather than for laughs.

Next, we tried the two girls meeting for the first time in four years. This situation had more physical action and the girls were more spontaneous. Students pointed out that the conversation was shared more as the girls talked about real events that had occurred in school. The girls said improvisation in front of the class was easier than they thought it would be.

Just these two situations were enough for us to establish the following ground rules:

1. The class need to be objective observers even though they do not participate in the scene being acted.
2. Dialogue develops more spontaneously if we use our memories as well as our imagination.

3. Trying to be funny defeats the purpose of role-playing.

4. We do not try to evaluate whether an approach is "good" or "bad" but rather, is the approach effective and is there another way which might be tried.

The warm-ups are essential to introducing the technique. I also found them helpful since the students were able to evaluate some of their own tendencies and thereby set their own rules for effective role-playing.

Full-Length Situations

The following situations are what I consider the more important. The instructions are more complicated because a greater emotional involvement is needed. I recommend giving instructions to the participants in the classroom for most situations so the entire class knows what is happening. Instructing in front of the audience helps with room control; having two or three people out of the classroom works better than the teacher's leaving the majority of the class members unsupervised.

However, you may have a situation, for example, where a parent is trying to change a child's behavior without knowing why the child acts this way. Then you may want the audience not to know either, so they may be called upon to substitute for the "parents." Also, keeping the audience
uninformed sometimes increases the audience involvement by keeping them in suspense. The teacher must decide what his objectives are.

The Non-Drinker

I next wanted to try some situations which had been tried and proved effective. So I adapted the following from the "Redifam" manual by V. Vernon Woolf.¹

Situation

The high school football squad has smuggled a six-pack into the dressing room after the game. They won and everyone is happy. All of the group have agreed to celebrate except for one person who has not yet arrived. When he does, his friends will try to get him to join them.

Cast

Six friends on the high school varsity football team.

Instructions

To the group (without the individual).--All of you are good friends, live in the same ward, and have good church attendance. None of you has a bad reputation. Tonight you have smuggled a six-pack into the locker room after winning the game. You have all agreed to drink a can

¹V. Vernon Woolf, "'Redifam': Role-playing Emotional Dynamics in the Family" (Handbook for marriage and family counselors), BYU, 1969, p. 42. (Mimeographed.)
of beer to celebrate. Only "A" who carried the ball for the winning touchdown has not come in and he is needed to make everyone in the group part of the scene. Naturally, you want him to join you and this is your intention.

Possible complication.--One member of the group has had beer a couple of times before--no one knows but he can surprise "A" if he needs to do so. (This student may be instructed privately so he is the only one who knows or the instructions may be given as side-coaching.)

To the individual (without the group).--You are proud to be a member of the varsity football team even though you are not the best player. You feel, however, that you are not quite part of the group you run around with. They are a little less responsible and a bit louder than you. They don't take the priesthood as seriously. In spite of this you generally keep from being isolated by just going along with the crowd and tolerating their goofing-off. Today you just won the game against your rival school. You made the winning touchdown and you are going into the locker room.

Observations

Group interaction:

1. Were they spontaneous and realistic?

2. Who led the conversation?

3. Who took action?
4. Did they get him to drink?

Individual:
1. Was he convincing in the role?
2. How did he handle the pressure?
3. Could he face the real issues?
4. Did he handle the pressure satisfactorily for all?
5. Did he become closer or more isolated because of his interaction?

The Non-Drinker Scenario

As soon as I said I needed six boys, all three classes where I used this had six to ten eager volunteers. I will relate the experience in two classes.

The nature of the role was highly conducive to spontaneity and the dialogue flowed quite fast. I was interested in how realistic the conversation seemed after having had some introductory roles as I have tried similar situations in the past and found only superficial flippant remarks being said. The classroom door became the entrance to the locker room. The non-drinker left the room for the instructions. On reentering he was quite elated and the five boys greeted him with much enthusiasm and flowery congratulations. Rex patted him on the backside.

Rex: Nice run. We're sure proud of you.

Lynn: Thanks. It wasn't much. You guys helped make it as much as I did.
Joe: Nah, you carried the ball. You sure had those legs going. Man, you flew down the field.

Blake: It was a great game all the way, AND WE WON!

Larry: Let's celebrate. (Rest of the five agree.)

Lynn: What should we do? Go down to King's Drive-in?

Rex: We've got something more fun than that. Show him, Blake. (Blake produces the beer.)

Lynn: You want to drink that?

Rex: Sure, let's really celebrate!

Larry: Yeh.

The other boys all made comments of encouragement and expressed how they thought it would be "neat" to do something "different" that none of them had done before.

Lynn: I don't think I want to.

Blake: What do you mean? You've always been part of the group. It isn't like we're going to get drunk. You're the last one I would have thought would back out.

Lynn: Well,----I just don't want to. I don't think we should.

The class thought the situation would have been more realistic with the beer in the parking lot rather than the locker room. Bill said, "Our coach wouldn't stand for it and no one could get it in the locker room. Nobody would try. They'd just keep it in the car and go outside to drink it."

I asked how they liked the way the boy handled the pressure. Debbie said, "Lynn did fairly well but I thought
he tried to avoid an out and out definite stand." Blake agreed. He thought that given more time they could have got Lynn to drink because his need to be part of the group was stronger than his integrity. Rex said, "I kept thinking, 'Is he going to say no or just make excuses?"

The bell rang before we tested it out but a student in each of the classes where I used this situation suggested that a definite, "NO!" would have gone further to maintain his integrity and probably would have made the other boys respect him more since he had always been a sort of tag-along.

This problem is often discussed in church meetings, but students after class commented that they had never had a chance to explore possible ways of handling the situations. They said that teachers usually tell stories or give speeches to assure them that if they are spiritually in tune, the Lord will help them handle things and they will be respected for it. They liked being able to listen and see how things might be done and experience results where it didn't matter as in real life.

Surprisingly, the second class played the situation almost exactly the same way except the boy under pressure said, "I can't. I don't know what would happen if my Dad found out." In the discussion which followed he said he felt trapped and wanted to do anything to get the pressure off him. Jim, one of the participants said, "that really
turned me off. I felt like you were gutless and just wanted to pass the buck."

I felt this situation was very successful although the problem is overused. Next time I would keep this situation short and include something to do with drugs.

Date on a Bike

High school students particularly are interested in dating and because of fears of offending each other, often find themselves wondering how to be honest without hurting feelings and thus loosing friendships. Such is the case of the date on a bike.

Situation

A boy comes on a bicycle to pick up his date for the movie. She has expected a less casual date and is well dressed.

Cast

One boy and one girl.

Instructions

To the boy (with or without the girl).—You are seventeen years old, active in school activities, are popular with both boys and girls, and get good grades. You have your own car and since you work at a part time job you have plenty of spending money.
To the girl (with or without the boy).--You are seventeen years old, active and doing well in school. You like this boy and have dated him twice before but the dates were not very close together. He has asked you to go to a movie tonight. You have spent time fixing your hair and you are wearing a pretty dress so you can give the big impression.

To both.--She is all ready and waiting. Her hair is looking especially pretty and her dress is pretty and feminine. He comes down the street and pulls up to the curb not with a car but a bike (or motorcycle if the teacher prefers it).

Observations

1. Were they spontaneous?
2. How did the girl feel when he came on the bike?
3. How did he feel when she reacted as she did?
4. Did he take the initiative to solve the problem or did she?
5. Did they go on the date?
6. Did they remain friends?

Date on a Bike Scenario

Marlene, a cute sophomore girl, handled the problem very bluntly.

Marlene: Oh, Jim, I'm sorry, I was expecting a car, but if you'll give me ten minutes, I can change.
Jim: Fine, I'll just wait here.

Marlene started to leave then turned back to face
Jim.

Marlene: It's okay tonight and I hope you'll understand how I mean this, but next time I'll expect you to tell me how we are traveling so you don't do this to me again.

The class was generally dismayed and said it should be handled more tactfully. Marlene tried again.

Marlene: . . . next time I would appreciate it if you would tell me how to dress when you call so I won't keep you waiting.

Ann: Oh, Jim, I'm sorry I just got home and I'll have to change. Will you forgive me? I'll only be about ten minutes. Maybe you can watch T.V. or read some of those magazines. Just make yourself at home.

Evelyn: I thought you were bringing your car. I can't ride a bike like this.

Jim: Well, I can go get it. I just thought it would be fun to go on a bike.

Evelyn: Well, it might have been if I had known. I think it's rude not to tell me.

The class said that Marlene's second approach seemed the most honest and kind. Some of the boys said they didn't see why the girls blamed Jim. Evelyn said, "That's because you don't know how to ask for a date." This comment opened the way for us to role-play a boy asking for a date. This has been done in all-girl or all-boy classes at church, but of the students I worked with only five had discussed such subjects in a mixed group.
Super-Short Skirt

Situation

A boy and girl have been dating for a month and a half now. He is taking her to dinner with his parents. She is wearing a super-short skirt.¹

Instructions

To the boy (with the girl out of the room).--You really like this girl and she is a lot of fun. You are both active in church. Tonight you pick her up to have dinner with your parents. She has obviously spent hours to look her best but she has on a REALLY short skirt. You mother will never approve and she is the type that will tell the girl. You respect your mother's opinions and know that trouble like this will make a mess of your relationship with the girl.

To the girl (out of the classroom).--You have been dating this boy for a month and a half and you really like him. He likes a well-dressed girl and you try hard to please him. Tonight you have a date to go to his home for dinner. You have a new dress and you have taken pains to look just right for tonight.

¹This situation was taken almost verbatim from an assignment turned into V. Vernon Woolf in a CDFR class he taught at Brigham Young University.
Observations

1. Can the boy tell the girl how he feels without insulting her?

2. Can the girl be told what the boy thinks without over-reacting?

Super-Short Skirt Scenario

The presentation went like this. They discussed trivia for about five lines each and then:

Steve: Marlene, I am embarrassed to tell you but my mother is really fussy about some things and short skirts is one of them.

Marlene: You don't think mine is too short do you?

Steve: I think it's a very pretty dress, but I'm afraid my mother will make us both uncomfortable if you wear it tonight.

Marlene: You've never said anything about my dresses being too short before.

Steve: I know, but we've never had dinner with my parents before!

Marlene: What should I do? It is very expensive and I bought it especially to wear tonight.

Steve: I'm sorry. Couldn't you wear that pink one? It covers your knees and Mother ---.

Marlene: Look, Steve, I'm sorry I didn't know my dresses embarrass you.

Steve: It's not that. It's just I want to make sure everything goes smooth tonight.

Marlene: Oh, that's fine. I'll go change, but I wish I had known how you felt before tonight.

We ended the scene at that point. The class discussion was lively. Some of the boys said it was none of
Mother's business and they would not have said anything. The girls retorted that they would rather know than be embarrassed. Marlene said she didn't feel insulted but she wished he had told her before. Then she confessed that she had complained that another girl's skirts were too short until about a month ago when Marlene realized her own were just as short. Then the discussion took what I thought was a positive direction when the class became concerned not with what makes a dress too short, but how can we tell someone and how can we keep from over-reacting when told by someone else. The girls admitted that they sometimes over-reacted and then became rebellious in the process of defending their position. It was a fairly profitable discussion and I would have liked to have pursued it. I think that with more time the class would have publicly committed themselves to Church dress standards.

The Quiter

How does a parent with ambition and ability feel when a child is not achieving his potential in school? How does a parent help that child to improve? Why do parents impose their values on a child? How can we find out the real problems when an "A" student begins to fail in school?

Report card day might be a time to find out. At least we tried with "The Quiter."
Situation

A boy who has always done well in school until this year suddenly starts receiving "D's" and "F's" although his I.Q. is better than 120. His parents have tried everything they can think of to get him to improve but to no avail. The son comes home with his report card, all "D's" and "F's."¹

Cast

Father, mother, son (about fifteen years old).

Instructions

To the father.--You are a professional man about forty. You have done well in medicine and you have a comfortable but not expensive home. You feel it is important to do your best and not settle for less than you are worth although you don't like a show of wealth or accomplishments.

To the mother.--You are about thirty-eight. You were valadictorian in high school and graduated from the university with honors in an English major. You are active in civic organizations but have always found time to support your husband and son. It is important to have a family that is successful. Money is not really important to you although you feel it is only common sense to earn what you're worth.

¹Based on a situation by V. Vernon Woolf, "Redifam," p. 21.
To the son (without parents).--You are about fifteen, energetic, have an I.Q. of over 120 and are impatient with the school system. Teachers seem uninspiring and assignments are not bad but are not really challenging either. In other words, school is a drag--a real bummer. You want to drop out of school and start earning some money. Next week you will be sixteen and if your parents will sign, you can go to work. You have talked to your Uncle Ted who is an electrician and he can hire you at $3.00 an hour if your parents agree. You have always been interested in electricity and have worked for Uncle Ted during vacations and on Saturdays. You are sure your parents will be opposed to your quitting school and the only way you can see to get out of school is to flunk out. Thus your report card has low grades.

Observations
1. Do the parents attempt to dictate to the son?
2. Do they try to impose their values on the boy?
3. Did the parents find the real problem?
4. Are they on the road to a solution?
5. What other things might be done?

The Quitter Scenario

It was interesting to observe that when the parents began to talk, they spouted the cliche arguments so fast I
couldn't keep track of them. Mark, the son, was getting frustrated and said that no matter what he said it was the wrong thing as far as the parents were concerned and they didn't really listen to him.

Our discussion afterwards was much more productive.

Teacher: Did they find a solution or was it just a lecture full of cliches?

Martha: It was all cliches. The whole scene was one big cliche.

Pam (the mother): I was trying to be original. I just wanted to do whatever I could to keep him in school.

Martha: But you sounded just like my mother. She always has the same old arguments.

Teacher: You mean that under pressure, Pam, all you could think of were arguments which you students consider generalities and cliches?

Pam: Yah, it's funny but I guess that's what happens. You always start telling what you have heard even if you can't prove it.

We then discussed where we could find out what chances a drop out had for getting work, what opportunities there would be for advancement as an electrician, whether Mark could take a test and go on to a university or trade school, etc. The students said they had heard conflicting answers to those questions but had never found out any statistics. I asked some students if they would go to the counselor's office at the school and look up such information. One boy said he would interview his uncle who is an electrician and see what his opinion is, remembering of course that it is only one man's opinion.
The Fast

Situation

A fourteen year old boy has decided to fast and so refuses to eat the dinner his non-fasting parents have provided.1

Cast

Father, mother, fourteen year old son.

Instructions

To father and mother (without the son).--You are both active in Church attendance. You are considered by most members in the ward to be among the most faithful. However, you have some things which are difficult for you in the home. For example, you can never get the family together for prayer so you just pray individually and Family Home Evening is a waste of time because when you try to read the manual the kids always start goofing off so you don't do that anymore. Fasting has been another hang-up. You just haven't felt like going two meals without food although you have paid fast offerings sometimes. One Saturday evening you called your son to come to dinner three times before he responded, reluctantly. He has never been this obstinate before. What can be the problem? Perhaps you can pressure him into eating.

1From an assignment turned in to Vern Woolf in a CDFR class at BYU.
To the son (without the parents).--You are fourteen years old, just ordained a teacher. You are taking seminary and your teacher discussed fasting as the second step to attaining eternal life. You feel like you want to fast this month on fast Sunday and give the money for two meals as a fast offering. You know your parents don't fast just as they don't hold family prayer or home evening, but they are still good people. You resolve to fast without them. So, when they call you to dinner on Saturday evening, you pretend not to hear but eventually you respond to the call and tell them you don't want to eat.

Observations

1. Do the parents insist on the boy eating without considering his reasons?

2. If they find out he is fasting, how do they react?

   A. Embarrassed?
   
   B. Offer to join him?
   
   C. Just overlook it and let him go about his business?
   
   D. Do the parents try to find out why he is fasting? and thus learn from him?

3. Does the boy try to keep his motivation a secret?
The Fast Scenario

I used this situation with ninth grade students. I did not tell the class or the parents why the boy did not want to eat. As the scene was being played and the boy refused to eat, the parents became rather upset at his defiance.

Father: What do you mean you won't eat?
Son: I'm just not hungry.
Mother: Have you been filling up on candy and all that crap today? I'll bet you're just full of that stuff.
Son: Honest, no. I just don't want to eat. I appreciate the dinner and it looks real good. I'm just not in the mood to eat.
Father: Listen, I'm not going to put up with any moody kids around here. Your mother has worked hard to get this meal. Now, you sit down and eat it.

One of the girls in the class whispered to her neighbor, "I'll bet it's fast Sunday."
"Naw, it's Saturday night."
"So, some people fast from Saturday noon to Sunday noon."

I remembered this conversation and after the scene was ended with neither the boy eating nor the parents finding the reason, I called on the girl who guessed that he was fasting and asked what reason she had. The parents said they had considered that possibility but ruled it out because it was not Sunday. A discussion among the class as to when we fast resulted from this. Also they considered
the length of an honest fast.

Then a boy asked why the son had not told his parents. The son said he was afraid his "mother and father" might think it was silly. The father said he wished he had known. Knowing would have made him feel less angry.

A girl in the back then said, "What if they asked him why he was fasting? Shouldn't he be fasting FOR something?" The students then considered whether going without food is fasting or if fasting must be for something. One boy responded with, "I think he was fasting for his parents and if they asked him why, he should have said it was on their behalf and maybe they would take the fast more seriously!"

As the bell rang, the four students on the front row stayed behind and I asked what they had learned today.

"I learned that we kids aren't any more patient than our parents. When he wouldn't tell why he didn't eat, I wanted to do something to make him tell. That's what makes me upset with my parents. I guess I'm just like they are."

"I didn't know that a fast was twenty-four hours. I thought it was just two meals."

"I didn't know you should fast for something."

"I just had fun. I'd like to do this every day. It's as much fun as scripture chase."
Consequences of Breaking the Law of Chastity

Situation #1

A young couple break the law of chastity and go to their Bishop, the boy's father, to confess.¹

Cast

A young couple, college sophomores, and his father (a Bishop).

Note: This works best if all the cast leaves the room initially and only the couple remain for instructions.

Instructions

To the couple.--You have been going together for a long time and are very much in love. You plan to get married when he returns from his mission. He received his call last night and you decided to celebrate with a candle-light dinner at a neat restaurant. Later, as you got more and more involved with talking about plans for marriage and so forth you also became more and more involved physically. You are both faithful and active in the church, but somehow you got carried away and before you knew what was happening you were making love. Afterwards you both felt terrible and you prayed together for a long time. Following the prayer, both of you realized that you have a responsibility to talk with your bishop. To complicate matters, the boy's father

¹This situation and the next two were all developed from an idea submitted to Vernon Woolf in a CDFR class at BYU.
is the bishop. Nevertheless, you are determined to talk to him and have asked for an appointment today. You are now waiting outside his office.

To the father (without the couple).--You are the bishop in your ward and are very proud because your son just received his mission call. He is a wonderful boy and you are very proud of him. He has been going with a lovely young girl; a member of your ward and you wholeheartedly approve of her. This morning you were a little concerned as they came to you asking for an appointment later in the day. They seemed disturbed about something. This especially worries you as they were out alone last night very late. Right now they are waiting outside your office as you finish your business with some other ward members.

Observations

1. Can the father retain his objectivity?
2. Can all take a realistic attitude, trying to determine positive steps to take rather than trying to cast blame?
3. How do the girl and boy feel about each other?
4. What solutions are reached?

Situation #2

The girl has discovered that she is pregnant and must tell the boy tonight, the night after his mission fare-well.
Cast

The couple only.

Instructions

To the girl (without the boy).--Two months later there have been no repercussions. You have both talked to a general authority and it is decided, although the decision is unusual, that your boyfriend will go on his mission. He will leave in two weeks. His farewell was last night. You have been afraid to mention your fears of pregnancy to him before this, but the doctor confirmed your fears this morning. You are going to tell him tonight. Your parents have invited him over for dinner and you have asked him to come early while your parents are gone. He is at the door now.

To the boy (without the girl).--After talking with your father and one of the general authorities you have been permitted to go on your mission. Your farewell was last night and you leave in two weeks. You feel that the Lord has really forgiven you and you are excited to be able to fulfill your dreams of a mission. You are going to dinner at your girlfriend's tonight. Her parents have invited you. You are at the door now.

Observations

1. What feelings toward each other do they demonstrate?
2. Can they make plans within the framework of a loving relationship?

3. Do their patterns of meeting conflict suggest a mature and workable relationship?

**Situation #3**

The couple must now tell her parents of her pregnancy and their marriage plans.

**Cast**

The couple and her parents.

**Instructions**

**To the girl** (without the parents but with the boy).--You are an only child and your parents have done everything possible for you. They have always planned to have a big wedding and that will, of course, be impossible now. Loving you as your parents do, they will be heartbroken. You have told no one but the Bishop about what happened. Now, you will have to tell your parents.

**To the boy** (without the parents but with the girl).--You have always been close to her parents. They have mentioned several times how pleased they are that their daughter is dating you because they know you are trustworthy in every respect. Knowing their trust used to make you feel proud; now, that knowledge adds to your guilt and makes telling her family even more difficult.
To the parents (without the couple).—You are the proud parents of a lovely girl whom you adore. She is your only child and you love her dearly and want the best for her. The boy with whom she is going could not have been more to your liking if you had picked him for her yourself. He had his mission farewell last Sunday and has come over tonight for dinner. You have been shopping this afternoon and just came home. You are a little surprised to see him here so early.

Observations

1. Do the parents put the blame on the boy? On themselves?

2. Are they more concerned about their own feelings than the feelings of the young couple?

3. Does the daughter have to justify her not telling them of the problem sooner?

4. How does each person feel?

5. Is there a division or a union of the young couple?

Consequences of Breaking the Laws of Chastity Scenario

This was the most emotion charged of all the situations I did at Kaysville. There had been several forced marriages during the school year and the stake presidents asked that the seminary teachers hit the reality of the problem hard. This situation really hit it. Students were
so involved they stayed after class to discuss what had taken place.

    When they went to see the Bishop, it was really awkward. They talked all around the bush and finally said the boy couldn't go on a mission.

    Bishop: Why not?
    Boy: Because--you know what I'm trying to say.
    Bishop: I think so, but you came here to tell me. I can't make your confession.

    Finally they managed to work out a possible path for repentance. Some class members said they had to be excommunicated. Others said they had to get married. Ultimately, they agreed that marriage was not required but that repentance would be a long, difficult task. All were interested that the Bishop had to be such a kind, understanding person.

    Then when the girl informed the boy she was pregnant, the following dialogue resulted?

    Boy: You're what?
    Girl: I'm going to have a baby.
    Boy: Why did you do that?
    Girl: Me? You're in this, too! What are you going to do about it?
    Boy: Well, I don't know, I've had my farewell--
    Girl: So what? I have to get married and you're the father. You can't go now.
    Boy: I've planned a mission all of my life. I hate to miss it now. It will be embarrassing.
The class was shocked and so was the girl. She resented his wanting to run away. He explained that he wasn't sure if she was pregnant and he thought she might be trying to trap him. One girl said "What a way to start a marriage!" The class agreed that it was really a poor way to start.

By the time they had gone through the embarrassment of facing her parents, the boy and girl were tired. After class they said they didn't realize how hard it was to have to confess to all of those people. "I can't believe how hard it is to tell those things and how rotten you feel even when it isn't real. I feel sorry for those kids that had to get married," said the boy.

I believe that the whole class gained a little empathy that day. They walked out talking about it. Most of those interviewed said it was the first time they had ever thought about how awful they would feel if this situation happened to them. They had always thought of such problems as being something someone else has to go through, but had never considered what people actually experienced.

Evaluation of the Experience

Introduction

At the end of the day, I was curious to know how the teachers felt about what had transpired. I thought the experiences were excellent; participation had been good and the students appeared highly involved. However, the
teachers had been more objective bystanders and I wanted to have some comments from them.

Teachers Comments

"I wish I had used something like this during the year. The one class of mine has been a problem all year. I can see now that this would have helped me a lot. I was afraid things would be hard to control, but when students are that involved there aren't any problems."

"I walked by this room one period and I couldn't believe it was the same class. They were really doing something constructive. All year long they have just argued with Brother ______."  

"I think it worked great. I can see where I have to learn to keep my mouth shut though. You didn't give them any answers in the discussion. You just kept calling on the students and got their ideas. . . . that one time I felt I had to say something. I wish I hadn't said it. I killed the enthusiasm for a while until finally one of the students said the same thing only in his way and it meant more to the kids."

"That one boy said more today than he did all year. It was tremendous."

A high school teacher: "I heard you were here today. My students have been coming in talking about how exciting class was today over at the Seminary."
**Student Comments**

I also wanted some feedback from the students so I said, "I think there are some real drawbacks to using role-playing, but maybe with experience I could work out those problems. Still, I don't know. How do you feel about the experience? What is your evaluation?"

Three of the replies taken from a sixth period class of juniors are as follows:

"I think it was good. I wanted to talk more about some of those things."

"I think students left wanting to find out more about why they should stay in school. I'm going over to the counselor's office and get some information."

"I liked it. I wanted to learn more."

Other comments from other classes were included in the scenarios.

**Youth Conference Scenarios**

**Introduction**

This was a real test. Dr. Harold R. Oaks was to conduct a drama workshop for a youth conference and he invited me to test some situations. He also offered to use some himself since one of my objectives was to write situations using a style and format that was usable for others as well as for me.

We had two sections of the workshop. Each section lasted for forty-five minutes. The time was fine but we had
some complications which were unexpected. We knew we would be meeting in a crude, outdoor theatre but what we did not know was that there was a karate demonstration to the left, horseshoes to the right and table tennis in front of the stage. On top of these distractions, the students were from three different schools and did not know each other.

In spite of these drawbacks the students became involved to the point that they were no longer distracted by the other activities. Some of the adult leaders and the stake ecclesiastical authorities came to visit and found themselves drawn into the group. They had invited us for "fun and games" but received a pleasant bonus because we had the students involved in some important discussions as well.

As I said, we had two sections. The first section had twenty-five students and the second section had twelve at starting but increased to nineteen by the time we finished. To give more intimacy, chairs were arranged in a circle on the stage and we had the participants perform in the center of the circle. We handled the presentation of the situations exactly as I did in Kaysville. The warm-ups were effective in reducing inhibitions and making a group relationship.

I was unable to record the presentations so dialogue is meager in the scenarios but I have included a narration of what transpired. Having given explanations in the Kaysville scenarios, I have not explained why I selected certain situations to use at the youth conference. I gave
much explanation in the Kaysville scenarios, but I believe I have established my philosophy enough that such explanations would be redundant.

Warm-Ups

**Situation #1**

A schoolmate returns to school after an illness of several weeks.

**Cast**

Two high school students.

**Instructions**

You are high school students about your own age. One of you has been sick for several weeks and has just returned to school. You don't know each other very well but the other person wants to make him feel at home in school again. You meet in the hall before classes start.

**Observations**

1. How did the conversation get started?
2. What topics did they discuss?
3. Were the things discussed real or fictitious?
4. Did the student returning to school feel at ease in the conversation?
5. What else could have been done?

**Situation #2**

One student tries to prevent another from dropping out of school.
Cast

Two students (high school or college).

Instructions

One of you has decided to drop out of school. The other is trying to persuade him to stay in school.

Variations

After they talk for a while, switch roles or have the drop-out remain on stage and while they are deciding the class can serve as a conscience or a tempter and suggest things to influence the decision.

Observations

1. Was he convinced to stay in school?
2. Were the arguments used by both valid?
3. What other things could have been said or done?

Warm-up Scenario

At first the students were uncomfortable. They didn't know what to expect and they didn't know each other or us. The school mate returning to school was typical of the age group and well done, but the potential drop-out really aroused interest.

The two girls had debated for about five minutes and were running out of ideas. I quietly moved around the group and planted two people to start giving the girl some arguments to influence her either way. This much arranged, I cut the scene and asked the drop-out to just stand there and
listen to the comments from the other students who would
represent her mind trying to decide what to do. Nearly all
of the twenty-seven people spontaneously said something to
influence her. Some of the comments were:

"If I drop out, I won't see my friends."

"They aren't really my friends anyway."

"I can earn money and do what I want."

"I won't have to worry about grades any more."

"School is boring."

"How do I know I won't get bored with work?"

"I can always go to trade tech. They earn more
money than some college graduates anyway."

"Teachers are always on my back."

"Will I be happy not achieving my potential?"

I asked how the "drop-out" felt and she said, "At
first, kinda confused."

Teacher: When did you get over the confusion?

Girl: When someone said I might get bored with
a job, too.

Teacher: Did any other comments impress you?

Girl: Oh, yes. Several.

Teacher: For instance.

Girl: Well, when someone said I could earn as
much after trade tech. as college stu-
dents, that's one. I might get bored
working, too. I guess the one that kept
coming back was the one about not seeing
my friends.

Teacher: What did you decide?

Girl: To stay. It would be dumb to quit.
Teacher: It sounds like you were pretty well decided before. Did the role-playing affect you?

Girl: Yes, I hadn't thought of all the things that just have to be considered.

The main value here was not the learning that took place concerning school, but the spontaneous involvement of the whole group.

Emergency

Situation

Two people must decide what three personal possessions the two of them will take to a civil defense shelter.

Note

This situation works best if people are first asked to write down a list of their favorite things other than food, clothing, or other necessities.

Cast

Two people who are siblings. They may be the same sex or opposite sexes.

Instructions

The civil defense alarm goes off announcing a nuclear disaster. As you are rushing to leave for a bomb shelter equipped with all of the necessities of life, the two of you must decide which three personal possessions you will take. Together you can only take three.
Observations

1. How did they decide?
2. Did either one dominate?
3. Were they able to maintain friendship?

Emergency Scenario

This situation was used in the second section only. Interestingly, the two volunteers I chose were brother and sister. They did very well but in the course of arguing they forgot about the urgency of the nuclear attack. The boy attempted to dominate but the girl held her own. He tried to tell her that her things were unimportant. She argued that his personal prejudices were no more valid than her prejudices. I think side-coaching about time would have helped this situation. Also, if the teacher could be somewhat frantic in his delivery of both the situation and the side-coaching, the urgency would probably come through stronger.

Shoplifting Situation

Some girls have gone "window shopping." After trying on several pant suits one girl suggests they take some suits without paying.

Cast

Three (or more) girls.
Instructions

To girl "A" (without the others).--You are a cheerleader. You are from a respectable, well-known family in your community. Your parents are not wealthy but you have never lacked for things. Today you and some friends, the other cheerleaders, are down town shopping. You have tried on a lot of very pretty clothes. One girl in the group is very wealthy and dresses expensively. You would like to have an outfit like the pant suit you have just tried on, but it is really more than your family can afford.

To girl "B" (without "A").--You are from a wealthy family and everyone in town knows you. You have permission to charge things you want but lately, just for fun, you have worn some clothing out of stores without paying for them. You don't worry because if you get caught you can always pay for it or charge the merchandise. You suggest your friends all do the same today.

To the other girls (without "A").--You have all gone "window shopping" with girl "B." She is a lot of fun and you are all cheerleaders for the high school and do a lot of things together. She is an influential person socially around school. You want to be considered as sophisticated as she is. Girl "A" is usually thought of as kind of naive. You want her to shop-lift along with the rest of you.
Evaluation

1. Were they able to establish an atmosphere of reality?

2. Were the arguments real for the situation?

3. How did "A" respond?

4. Was "A" able to retain their friendship without shop lifting?

5. How did "A" feel when the girls suggested shop lifting?

6. How else could it be handled?

Shoplifting Scenario

We used five girls and they did an excellent job of establishing a feeling of believability. They began looking over the racks of clothing until each had found something she wanted. Then with great excitement they went to try them on. When the girls returned from the dressing rooms everyone was complimentary of everyone else. Girl "B" now made her move.

Girl "B": Hey, guys, let's just wear these out of here.

Others: Huh?

Girl "B": Why not? Look, the creeps in this store won't pay any attention if we just calmly walk out.

At first all were hesitant but the three agreed it would be neat to try. Only Girl "A" remained.

Girl "A": I'm sure we'll get caught. We can't do this, you guys.
Girl "B":  Sure you can. Look at all the money you'll save.

Girl "A":  You can't all be serious? (The others shrugged their shoulders and nodded.) Well, if you take them I'll just leave you. (With that she returned to the dressing room.)

The discussion went like this:

Teacher to Girl "A":  How did you feel when she suggested you shoplift?

Girl "A":  I was disappointed. I thought as school leaders we were supposed to be better than that.

Teacher:  How did the rest of you feel?

Girl "C":  I didn't want to be in on it. I just sort of went along with the rest. I was kind of scared.

As the discussion developed we considered whether the situation was real; do students do this sort of thing? One girl said she didn't think so. A boy said there is more stealing than we know about. Others agreed with him. We then considered what motivated people to be opposed to something but go along with it even though they didn't want to do it. Finally the question was raised, since both "A" and "C" said they were afraid of getting caught was that the reason not to shoplift? The group said, no, but fear is an immediate reaction and a legitimate argument to try influencing someone else.
Term Paper

Situation

After working until 3:00 a.m. on an assignment a younger sister or brother while cleaning the room tears it up and throws it away.¹

Cast

Two high school students, one a junior and the other a sophomore (either brothers or sisters).

Instructions

To the junior (without the sophomore).--You have this history teacher who really lays it on when it comes to homework. This last assignment was a real bummer. You gathered material for two weeks and have spent two days writing on it. The paper is due today so last night you stayed up until 3:00 a.m. to finish it. At last the assignment is finished and you are ready for school. You feel great because with an "A" on this paper you can probably raise your "C" to a "B."

To the sophomore (without the junior).--Your sister (or brother) is always leaving things scattered around in the bedroom. There are always papers of some sort stacked here and there. You are the one who always cleans things up in the morning before going to school and you're tired of

¹This was also tested with college students. The results were similar except the college students were able to find a solution without calling on the mother.
it. This morning as you are cleaning you see a stack of papers scattered all over. Some are scratched out and written over so you assume they are the ones your sister (or brother) took notes on for the paper she wrote and you pick them up, tear them, and throw them away.

To both.--As the junior comes in to get her books together she can't find the history paper that's due today. She left it in a stack on the floor by her bed and part of it on the end of her bed.

Observations

1. How does the older person act when they discover the work has been destroyed?
2. How did the junior feel to see all that work destroyed?
3. How did they handle the frustration?
4. How did the younger person feel?
5. How were they able to express their emotions?
6. How else might this problem have been handled?

Term Paper Scenario

This one really started a lot of things. When the older sister accused the younger, there was a quick denial. Sarcasm followed from both sides and the result was a stand-off of shouting. We cut and discussed the feelings. All agreed that finding your papers destroyed would be devastating but at the same time the younger girl would be very
defensive when accused. Sarcasm always creates ill feelings but it is a readily used weapon.

When we considered alternative solutions, someone said, "Let's get mother in on it. That's what my brother does when I yell at him. He just calls mother." So, we called mother. When she entered the scene words were even hotter than before. Finally she forced herself between the two and got them calmed.

Mother: Now, all right! What is going on?

The girls explained.

Mother: Okay, if you two can't get along together we'll draw a line down your room and this half is your half and this half is yours. Now you will be responsible to keep your half clean.

Again we cut.

Teacher: Mother, how did you feel when you came into the room?

Mother: I didn't know what to do. I just wanted them to sit down and be quiet so I could think. I felt helpless.

Teacher: What does that tell you about parents?

Member of the audience: They don't know what to do in all of the confusion.

Teacher: Does that make sense? Is it hard to think in confusion?

The group seemed to agree.

Teacher: Well, anyway, did they solve the problem?

The group at first seemed to think so then a boy said, "No, they solved it for the future, but the paper still can't be turned in today." The older girl said she
had forgotten about that. We agreed that was probably due to the discussion in the group, but sometimes in arguments like this, people get side-tracked and forget about the real issue. Someone suggested, "Stay home, rewrite the paper, and turn it in the next day." We quickly got a history teacher and played the scene.

Student: I'm sorry this is late but I was sick yesterday and couldn't bring it.

Teacher: Oh, you were?

Student: Yes . . . Well, no I wasn't. You see, my little sister got hold of it and ruined it. I had stayed up late to finish it, too. Really, I stayed home yesterday to rewrite it. I hope you'll give me some credit.

Teacher: I'll see what I can do. I appreciate your being honest.

That produced some comments from the audience, "I wish my history teacher was like that." "Me, too. He never gives anyone a break." We ignored the comments at first and discussed how people reacted to lying at the beginning. Most objected to the lie. It was obviously phony. No one would fall for it. Everybody uses that excuse. "Well, if it is an obvious lie why does 'everyone' use it?" Students agreed that the truth is really better, but one thought was raised that bears consideration. Students pointed out that teachers will not argue with illness and if they have an illness excuse they can turn in late work, but, often teachers cut grades if the student gives an honest reason. Maybe teachers need to be more lenient about accepting
excuses or not accept illness and be more clear on deadlines. One more point, we agreed that often times we assume people will react negatively to an honest explanation but these assumptions need to be tested.

Note: This situation illustrates how important it is for the teacher to remain flexible. As this conflict developed the two additional situations spontaneously evolved. This is another reason for developing role-playing situations on the broad objectives. It allows more flexibility according to the mood and make up of the class on a given day.

"Pot"

Situation

The school principal notifies parents that "pot" was found in their son's locker.

Cast

Mother, father, principal, and a son.

Instructions

To the principal (without the parents or son).--
You are a rather kind but business-like man. You have the best interest of your students in mind with every decision you make. Your school is run very well as evaluated by outsiders as well as you and your staff. Recently you have been aware of a lot of marijuana around the school and an investigation led to the locker of one boy which had a sack
with some marijuana in it. Being concerned about the welfare of the boy in whose locker you found it, you have decided to contact the parents before notifying the police. You are waiting for them to come to your office.

To the mother (without the son).--You have tried hard to raise your children to be good citizens. Your oldest is married and quite successful. You take pride in how well he turned out. The two younger boys are still at home and the youngest is doing very well in school. The middle son is a junior in high school. He is about average in ability but he is lazy. Whenever you ask him to do something he complains but you have always considered this rather normal for a teenager and besides, eventually he always does what he is asked. He is rather quiet and sticks to his own room when home and has only a small group of close friends. You like his friends because they are well behaved and polite. Sometimes you wish the other children were as easy to control. So, you were a little surprised when the principal asked you to come to school. You can't imagine what the problem is. You are certain that your son wouldn't have done anything wrong.

To the father (without the son).--You are the same as your wife except you think it may be for some special award for your son that the principal called for you. You spend a good deal of time with your boys and you know them to be honest and sincere. Oh, boys will be boys, but your
sons are all that a man could ask for. They have been easy
to raise and you are admired by many as a successful father.
You consider your boys almost ideal sons and can't believe
they would ever do anything wrong.

Observations

1. Were the parents willing to listen to the re-
port?

2. How did they respond?
   A. Were they able to accept the facts?
   B. Did they become defensive of the boy?

3. Did they feel threatened that they had not done
their job as parents?

Situation #2

The boy is brought in to face his parents.

Cast

Boy, mother, father, principal.

Instructions

To the boy (without the parents).—You are a seven-
teen year old high school junior. You have always attended
church regularly. You play on the ward athletic teams and
you are priests quorum secretary. However, no one knows
that since the eighth grade you have been using "pot." You
don't see anything wrong with it and people seem to make a
big deal out of nothing. You have kept it from your parents
because you are sure they don't agree with you. Today you
have found out that somehow the principal discovered a bag of "Mary Jane" in your locker. Your parents have been called in and you are really up tight about what will happen when you have to go into the principal's office to face all three adults. You and your parents have a mutual respect, but they are a little too conservative in your estimation.

**Observations**

1. How does the family approach the conflict?
2. Are the parents able to deal with the problem or do they magnify it and feel the boy is "no good"?
3. Do the parents demand an explanation or are they able to just accept?
4. What solutions are worked out?
5. How is the principal involved?
6. How else might this be handled?

**"Pot" Scenario**

The principal carried this scene. As the parents received the notice, they took it quite calmly and chose to reserve judgment on the issues until they had talked to their son. They said the reserved judgment was largely due to the way the principal handled things, very calmly and directly. Some members of the audience said they thought the real parents would have felt more threatened, but agreed that the way the scene was played is the way things should be done.
When the boy came in, he denied the "pot" was his. He suggested it had been put there by some friends.

Principal: Who else would know your locker combination?

Boy: Oh, any one of about twenty people.

Principal: For example.

Boy: Find out for yourself.

Principal: I can, you know.

Boy: Go ahead.

The parents and the principal decided that no action should be taken until after an investigation. The parents were to come back at that time.

Here again, we had to devise another situation so it was confirmed that the drug was the boy's. He never did confess having used M. J. since the eighth grade but he said he did not think it was all that harmful.

The parents remained calm and accepting. The mother made the boy feel as if he had lied and betrayed them, but he said he also knew she would stand by him if support were required.

Teachers using this situation should be prepared to have students find information on the legal aspects such as: must the principal report the case to the police; will this become a permanent record on the boy if he is reported, etc. Also information should be found on the affects of marijuana. Too often seminary teachers come to class armed with this information and open fire on the students. But with
this role-playing situation the questions are raised and students indicated they would like to find answers. Rather than give them answers, I suggest the teacher recommend sources where students can find answers which they can share with the class.

From this situation the question arose as to how much influence parents have on their children as compared to the child's friends. Once again being flexible, we role-played a mother trying to influence her daughter to change the friends with whom she has been spending her time. Both the mother and the daughter kept going off on tangents about clothing styles, school fads, etc. instead of sticking with the problem. They were also prone to use a lot of cliches. The group discussion indicated that the audience and the participants were surprised at the difficulty with sticking to the issues at hand. As we talked about it, the conclusions reached were that when we have a difficult, highly complex problem we tend to get caught in the details rather than discussing the real issues. Also, students noted that when we get emotionally involved we don't really listen to each other.

Evaluation of the Experience

Introduction

When the last section was completed, some students came up to us and thanked us for spending the time with
them. We were also surrounded by excited adults who volunteered their reactions to the workshop.

Adult Leaders

"Wow, some of these kids really think. Where can we get some of these ideas? Did you just make them up? They would be great in a classroom."

"I think this was exciting."

Stake President¹: "I want to thank you for coming. I have heard some good things about what a great job you two were doing. I sat in on the last few minutes, you know. We need this sort of thing."

Student Participants

Nothing was volunteered from the students, but perhaps actions speak louder than words and in that respect we had four girls who came back for a second session and we had some boys who left a tennis game to join our group.

College Scenarios

Introduction

As I indicated at the beginning of this chapter, the college scenarios were tested in LDS Priesthood classes in the BYU Eighty-seventh Branch and in BYU Religion 122 classes, sections fifty-one and seventy-nine. The scenarios illustrate the success in this age group.

¹An ecclesiastical authority presiding over a geographical division of the Church of Jesus Christ of Latter-day Saints known as a stake. A stake is composed of several local districts known as wards.
Death of a Friend

**Situation**
Expressing concern to a mother who has lost her son in a car accident.¹

**Cast**
A mother and a school friend of the deceased boy.

**Instructions**
The mother has had the funeral and burial of her son a week ago. The son's friend was out of town on a summer vacation. The friend has now come to express his feelings and try to offer comfort to the mother.

**Observations**
1. Was the friend able to communicate his feelings?
2. How did he communicate? With words or attitude?
3. How did the mother feel? Was the situation awkward or were they able to put each other at ease?

**Death of a Friend Scenario**
Neither knew what to say. They talked about the weather, the plans for summer, and finally the friend, a girl, said, "I'm really sorry about Bill. He was really a great guy and I'm gonna miss him."

Mother: Thank you. I guess we'll all miss him.

¹V. Vernon Woolf, "Redifam," p. . This situation was used in the college class and at the Kaysville Seminary with the same results. I am relating the college experience.
Then they began talking about all of the things each remembered about Bill; the school activities, summer experiences, hobbies, friends, etc.

As soon as we cut and started discussion, hands were up all over. One girl spontaneously spoke.

"That's just how it is. At the viewing, at the funeral, afterwards... I hate it. That's just what happened when my grandfather died. I got so I wanted everyone to just leave me alone."

Heads nodded and the hands went down. I asked the cast how they felt. The friend said, "Well, I didn't know what to say. I wanted to say something but I couldn't think of anything that really said what I felt."

Mother: I could tell that. I wanted to help her for both our sakes.

Friend: What do you say?

The class members who had experienced death in their families then offered their suggestions. Some thought just acknowledging the loss and expressing personal feelings of your own loss are enough. One girl said even that seems phony. They agreed, however, that going over old times isn't much help at this point. The family will do enough of that themselves. Finally the conclusion was that to say, "We don't know what to say at times like this, but, I want to share my testimony," is the best thing. The students who had lost loved ones said they would accept that.

The high school students were less sophisticated and less verbal. Some had lost friends but had not experienced
death in their families. This meant they had to project their feelings more toward the mother. The significant fact is that they arrived at the same conclusion. They carried the idea further and said that is one reason why we need a testimony, to use it when we are faced with a crisis.

I think expressing feelings at a time of death is an area we need to give more attention. Death is not discussed much as a family crisis and yet sooner or later we will all have to cope with the experience.

Death of a Son

Situation

A father has waited up for his son to come home from a date. A highway patrolman comes to inform the parents their only son was killed in a car wreck.

Cast

A father and a highway patrolman.

Instructions

To the father (without the patrolman).--Your son is eighteen years old. You are very proud of him and have lots of aspirations for him. He just graduated from high school and has a full-ride athletic scholarship at the university. Besides his athletic and scholastic accomplishments, he has always been a good kid. He is planning on a mission and has been saving regularly so he can help support himself. To be better prepared for the mission, he has started a daily study program.
Tonight he went on a date and said he would be home about midnight. It is now 2:00 a.m. He's on a date, but two hours late?!!!

After the father leaves the room the second man is informed he is a highway patrolman.

To the patrolman (without the father).--You are coming to tell this father that while driving down a canyon road his son was in an accident and was killed. Circumstances indicate that while intoxicated, some guy going up the canyon jumped the median and hit the boy's car head on. The girl with the boy was injured and hospitalized but she should be all right. The other driver was hardly hurt and his passengers were only slightly injured--cuts and bruises. You want to help the father.

Observations

1. How did the patrolman approach the task?
2. How does the father react?
3. Can the father accept the loss?
4. Does the reaction seem normal?\(^1\)

Death of a Son Scenario

Charlie, who played the father, was sure the other man would be the son and he was all ready for some action. When he found that Tom was the patrolman instead, he was

\(^1\)The following scenarios on death are all from an LDS Priesthood meeting in the BYU Eighty-seventh branch.
really taken back and visibly so. Tom continued to explain the facts as he saw them and asked the father if he wanted to identify his son immediately or later. The father said now and we cut.

The class of all men felt that Tom was very business-like and direct, but that there is no other way to be under the circumstances. They also accepted the father's very calm acceptance. One man, who has been a Canadian Mounty, said he found that the people he told things like this reacted much the same way. The class agreed that the real impact comes a few days later.

We then set up situation number two.

Situation #2

The home teachers¹ come to visit the father and express their sympathy after the funeral.

Cast

Father, two home teachers.

Instructions

To the father.--The funeral is over now and the shock has finally hit. You realize you have lost your son and your life will be very empty. All of those dreams and

¹A home teacher is a layman assigned by an LDS Church leader to visit certain homes once a month in the local district to help those families set and attain personal religious goals. These home teachers are assigned in pairs to every family and make a monthly report on their families to the leader.
plans must go unfulfilled while that drunk driver gets away without a scratch. You feel close to the home teachers, perhaps they can help you understand.

To the home teachers.--You are going to visit this family whose son has just been killed in a car wreck caused by a drunk driver. You have been very close to the family and the death of such a promising youth is difficult for you to accept but you want to say or do something for them.

Observations

1. Are the home teachers able to communicate their feelings?

2. How did they try to communicate?

3. How did the father feel?

Scenario

Again the father was very calm and accepting. He expressed his lack of understanding but also expressed his faith in God. The home teachers offered help and emphasized that they shared in the sorrow over the loss.

The class was pleased at the acceptance and mutual respect shown. Several men offered their personal testimony that their experience bore this out. Then Bry spoke up and said he disagreed. He had found in such situations many fathers feel devastated. Their faith is still there but they are searching for some meaning and are hard put to find any.
I asked Bry if he would show us what he meant by portraying a similar situation. He agreed.

The Death of an Infant Son

**Situation #3**

Home teachers come to visit a father who has just lost a one year old baby.

**Cast**

Father and home teachers.

**Instructions**

**To the father.**—Your son has been your pride and joy, your very life. Last week he came down with a cold and Tuesday morning you awoke to find him very sick. So you and your wife hurried to get him to the hospital. On the way he died of quick Pneumonia. He was buried Friday. You are grief stricken. Why, you ask, you loved him so much; it was such a short time. You want faith but how in the face of this? To top it all, the home teachers with whom you have been quite close weren't even at the funeral.

**To the home teachers.**—While you were away on vacation this man's son died. You have been quite close to the family and you want to do something to help, but how?

**Observations**

1. Can the home teachers help this man find comfort?
2. Do they try to preach?
3. How does the father feel?

**Scenario**

When Bry expressed his despair, Bill spoke up quickly.

Bill: Oh, Bry, this is a blessing to you, or anyway to your son.

Bry: A blessing?!! He's dead!

Bill: I know that shows what a great spirit he is. He doesn't have to spend all of that time here on earth.

Bry turned to me and said he couldn't take this. He went further to say he wanted to get rid of them and have new home teachers!

The discussion confirmed this to be a natural response. As in the high school group, it was decided that at times like this it is best not to reminisce or to preach; it is a time to express personal convictions and communicate feelings through faith rather than words.

**Situation**

Two friends walking together are approached by a parole officer who accuses one of being a parolee in violation of parole. The second person was not aware of the
first person's past.¹

Cast

Parole officer, parolee, a friend. (May be played with either men or women.)

Instructions

To the parolee (without the friend).—You are age twenty-four. You have served two years in prison for burglary. You were caught stealing the sheriff's saddle. You have been out on parole for two months. While in prison, you were active in the family home evening program and became reactivated. The bishop knows your past but the friend you are with does not. So far as you know no one else in the ward knows and you are afraid of the consequences if they find out. You still have some word of wisdom problems but you are determined to overcome them in time.

To the parole officer (without the other participants).—You meet one of your parolees on the street. He is with someone else, but you are upset at a report you received on him just today so you decide to talk to him right now. It seems he was seen coming out of a tavern in a very inebriated condition last night at 10:30. You tell him you

¹This situation was conceived while I was an assistant chaplain at the state prison. The universality is demonstrated in that I have since found almost identical situations in reviewing literature on role-playing. The universality is also found in other situations included in this paper.
have been his parole officer for two months now and you wonder if he remembers the little book, "Rules and Regulations Governing the Behavior of a Parolee." If he says he does, be more specific and ask if he remembers page 4, section 2, outlined in red by you when he got out of prison. When he cannot remember, quote this passage: "A parolee shall at no time visit or frequent a place which sells or serves alcoholic beverages." Then tell him he was seen coming out of a bar drunk last night. Tell him to be in your office tomorrow at 10:00 a.m. and leave.

To the friend (without the parolee).--Your friend has been in your ward for two months now. He is fun to be with and your family is glad you are friends even though you are seventeen and he is twenty-four. You don't think of him as being that much older than you. You like the way he mixes with people. He has a gift of being easy to talk with. You would like to be more like him. He's cool. There is just one thing kind of funny. Whenever you ask about his family and where he's from, he jokes around and changes the subject.

Observations

1. How does the friend accept the new information?
2. Does the parolee admit his past and accept it?
3. Can the friend accept the parolee and express it?
4. Does the parolee give a logical explanation for the report on last night?

5. What are the signs of anxiety and tension as revealed by the two friends?

**Friendship with an Ex-Convict Scenario**

This situation proved to be a most interesting experiment. I cast the smallest, youngest, and most quiet girl as the parolee and the tallest, most outspoken, and slightly older girl as the younger friend.

The parole officer really set things up well. After she exited, Jackie asked, "What was that all about?"

Beverly: Oh, nothing. That's just a kind of joke we have between us. We were in a play together one time and she was a parole officer and I was a prison inmate. We just play the role when we meet.

Jackie: You're kidding.

Beverly: No, I'm not. It's real.

Beverly continued to support her explanation until I cut.

Teacher: How did you feel about the information you just received?

Jackie: Which, the claim that she is a parolee or her explanation?

Teacher: Both.

Jackie: Well, I don't think Beverly is telling the truth but I'm kind of scared to tell her. I don't know if I can trust her, now.

Teacher: Would you like to find out?

Jackie: Yeh, I think I would.
Teacher: Okay. A few days have passed and you are over at Beverly's.

Jackie: You know, last week when that lady came up to you and started talking about the parole stuff?

Beverly: Oh, yeh.

Jackie: Well, we're pretty good friends and nothing is going to change that, but if you have done something to get into trouble, I would like to help if I can. I mean if I have done something to make a problem, I'm sorry.

The whole class was oblivious to anything but the scene before them. These two girls were really communicating with each other. It was as if we were evesdropping. Afterwards Kathy said it seemed so warm, so close she thought Jackie could have said anything to Beverly. Beverly confirmed that opinion and continued with the explanation that she had really forgotten where they were and the relationship was so intense that the dialogue began to flow without having to think. Jackie agreed that was her feelings as well.

Terry asked how Beverly felt when Jackie heard the parole officer. Beverly said she was very frightened and embarrassed. She said it would have been very difficult to have gone to church because she did not know what to expect. "Did it make any difference after you told the whole story?"

Beverly: Yes. Funny but I really felt like Jackie didn't mind my past. She just made me feel like I could tell her anything. She wasn't just curious either. She was sincere.
Teacher: Jackie, how did you feel when you first learned of Beverly's past and then when she told you herself?

Jackie: At first I was very uncomfortable but when she told me herself, it sort of relaxed me but I wish she had told me before because I still had some questions and doubts this way.

The class then discussed the importance of honesty in communication and the importance of learning to express acceptance.

Dennis raised a challenge. He said, "I wonder how a person in this position really feels." I said, "Let's ask Beverly." He said, "NO, I mean really." Beverly countered that she really wanted to keep her past a secret and felt she knew how the ex-convict felt. Dennis continued to challenge the theory and said that, for example, a non-smoker couldn't appreciate the problems of a smoker trying to quit smoking. This was a natural challenge for the "Lung Cancer" situation.

Lung Cancer

Situation

A doctor tells a smoker he must have a high-risk operation or die.¹

Cast

A doctor and a patient.

Instructions

To the doctor.--You are a family doctor. A patient you have known as a friend for many years came to you for a routine physical check-up last week. As part of the examination you took a chest x-ray. The x-ray clearly shows he has lung cancer in an advanced stage. You must now tell the patient that he has lung cancer. You must also convince him to have an immediate high-risk operation. Without this surgery, he will die in six months or less. Eighty percent of the people having surgery for cancer at this stage live no more than one year. It is a VERY high risk. Whether he consents to the operation or not, you must try to get him to cut down or stop his smoking. If he has the surgery, he will have only one lung and it must be protected.

To the patient.--A week ago you went to an old friend who is your family doctor for a routine check up. You are now going in for the results of that check-up. He is an active Latter-day Saint and will probably try to get you to stop smoking, he has tried for years. You feel in good health.

Observations

1. Does the doctor make the scene seem real and professional?

2. Is the patient impressed?

3. Does the doctor convince the patient of the surgery? To stop smoking?
Lung Cancer Scenario

Dennis entered into the role-play with a negative attitude and during the first five minutes he commented several times that this was not the situation he wanted to play.

Terry kept working as a doctor until he finally got to where he told Dennis that unless he quit smoking he would not live even with surgery.

Dennis: You mean that even if I have this operation, I'm going to die?

Terry: Unless you quit smoking.

Dennis: You're really asking a lot, you know.

Terry: I know I am but your family needs you alive.

In the discussion Dennis said this was the point at which he really felt involved, but he continued, "That is not the point. I still don't see how a non-smoker can know how a smoker feels when he is told to quit." I asked what did you feel when the doctor said you had to quit. "I felt like he didn't know what he was asking," he said. I came back with, "So what is one thing a smoker feels when he is asked to quit?" "Okay, I see what you mean." Others in the class then pointed out that this much happened to Dennis even when he was determined that it could not be done. Someone then presented the thought that perhaps even more feelings could be generated if a person wanted to be empathetic.
So we came up with a two-way discussion. We considered how real a situation can become in role-playing and we considered the feelings of a smoker.

Homecoming

**Situation**

He returns from Viet Nam expecting everything to be the same. She is prepared to say it isn't.

**Cast**

A boy and a girl.

**Instructions**

**To the boy.**—You have just returned from Viet Nam. You have been anxious to see your girl for a long time. There were times when she was the only thing that kept you going. You saw your buddies doing all kinds of things they knew were wrong, loose girls, etc. But the memory of your girl and dreams of the temple have kept you going. You have been home for a few days now and this is the first time you have been alone together. It is so neat. It's like you haven't even been away. You think you might as well start the wedding plans.

**To the girl.**—He has just come back from Viet Nam. He looks so good but he seems so different. He's nervous and jumpy and he seems to be changed. You expected a change but not like this. You can't decide what's different but you feel it. You were both pretty serious before he left
but you aren't in a hurry now. You've had time to think
and you see things differently. He needs to know this but
how can you tell him? This is the first time you have been
alone together. You have been faithful all the time.

Observations

1. Can they express their feelings to each other?
2. Can they accept each other's feelings?
3. What do they do?
4. How did he feel when she said he had changed?
5. Can things be the same as before he left?

Homecoming Scenario

Students found a lot of empathy for the roles in
"Homecoming." At one time I felt the scene beginning to
drag and tried to stop the enactment. The boy wouldn't let
me. He said he wanted to keep going. So, we continued.

Kathy: I just think we ought to stand back for a
while and look at things.

Bob: Okay, but why? I don't see any need for
that. What's wrong?

Kathy: Nothing's "wrong." I just don't feel like
I want to go ahead. You seem different.

Bob: How am I different?

Kathy: I don't know. Maybe you aren't. I'm just
not sure.

Bob: Have some guys told you things about me?
Have they said I've done things I shouldn't?

Kathy: No, I just have a funny feeling. I can't
explain. I don't understand it myself. I
just need time to think.
I then interrupted and said we had to stop.

Teacher: Bob, how do you feel about the relationship between you and Kathy?

Bob: Like something is wrong but she won't tell me what it is.

Teacher: Are his suspicions correct?

Kathy: No, there is just a feeling of wanting to wait. Don't you know what I mean?

Bob: No.

Kathy: Look, can I tell you guys something? I don't know why I got this role. I have had this happen to me three times. The guys are always looking for a reason. I don't have one. Do I have to pin-point it? Do I have to say this or this or this bothers me? Do men demand that?

Three other girls said they had experienced the same thing and wondered if men are just that way. The question was opened to all of the men.

Kathy: Do you know why you don't want to spend more time with a girl? Can you specify reasons?

Jim: Yes, I can.

Kathy: I had a guy tell me to tell him something that bothered me about him. So, I said well---there's this and this and this. Do you know what he did? He said, "That can't be. I'm not that bad." I said "I know it, but you wanted something that bothered me. Those things bother but not enough to make any difference." You know what? I didn't see him any more!

As the discussion continued, the class finally agreed that women operate by how they feel and men have to have a reason. Knowing this difference they would have to just accept each other the way they are. We then discussed
how to communicate that acceptance.

Those involved expressed that the discussion was very profitable for them. The class was glad to learn that others shared the same feelings and problems. Just knowing that others experienced these problems was enough to increase the feeling of individual worth.

**Untested Situations**

**Introduction**

I have not tested the situations included in this section. I did not feel this was necessary since the main objective of the thesis was the development of role-playing situations; not proving or testing them. The previous sections included the testing to aid me in knowing what to write and how to express myself to produce the most favorable results. Three of the situations are based on experiences that have been tested by others as indicated in the footnotes.

**Warm-Ups**

**Situation**

A classmate tried to look at a test.

**Cast**

Two students ("A" and "B").

**Instructions**

You are taking a test. Student "A" tries to look at student "B's" paper.
Observations

1. Was the way they handled it real?
2. What else might have happened?
3. How did "B" feel? What thoughts did you think?

Variation

A variation might be to have the two students pantomime the scene and each of them soliloquize during the action.

Did Christ Die in Vain?

Situation

Christ is confronted by people who would dissuade Him from the crucifixion.¹

Cast

Jesus, a woman who is a close friend, a man from Jesus' time who is disinterested, a modern-day man or woman.

To Jesus.--You have lived all of your life as an example for others. For the last three years you have been teaching to prepare men for Eternal life. You have tried with all the human strength you possess to help people know there is a better way of life. You are preparing now for your arrest. You have just finished the prayer in the Garden of Gethsemane.

(Instructions to the following people may be given to them in the presence of each other.)

To a woman of Jerusalem.---You can see that it will only be a short time before Jesus will be arrested. The orders have been given and the pressure is on everyone who knows of His whereabouts. People who admit even knowing Him are being turned from the synagogues. He has gone too far. Why did He deliberately cause trouble? You have looked to Him for help and support. He gave the promise of a new and better life. If they kill Him, what will you do? The priests are corrupt; the government is corrupt. You feel lost, alone, confused, why is He doing this? Convince Him not to die.

To a Jerusalem by-stander.---This Jesus keeps getting people all excited with big promises of what he can do for them. He makes wild claims about His powers and indeed there have been some pretty far-fetched stories of things He's done. If He's so cool, so keyed up on people, why doesn't he stick around instead of getting Himself annihilated? Convince Him that as an objective by-stander you think He should not die.

To a modern person.---With the perspective of 2,000 years you can see that people love sin. They prefer ignorance rather than light and truth. We have riots, racial conflicts, poverty, Viet Nam, and so on. You think it is
foolish for Jesus to die. It will be all in vain. The world will be no better in the end. People don't even go to church any more.

Observations

1. Were the three tempters able to communicate their views?
2. Was Jesus able to stand up to their arguments?
3. Could Jesus cite actual scripture to support His actions?

Adam's Apple

Situation

Adam must decide to take a bite of the apple or not.¹

Cast

Adam, three people from our present day (others may be used to represent various problems in history if the teacher wishes).

Props

One apple.

Instructions

To Adam.—Your wife has just partaken of the fruit of the tree of knowledge of good and evil. She has persuaded you to eat some yourself because you must to become

¹Ibid., pp. 89-94.
wise like God. You are about to eat when three spirits from the future approach you.

To a wounded soldier from Viet Nam.--You want to convince Adam not to eat because of the strife, wars and physical misery which will result. You have had to endure horrible conditions, see man's inhumanity to man, and suffer pain because of Adam's eating that fruit. Doctors say your leg will have to be removed. You are suffering the effects of Adam's eating that fruit.

To an alcoholic.--Life is full of fears for you. You once had a family and a home, but you lost your house and your children are ashamed to recognize you. Your wife has stuck by you. However, it only adds to your misery to see how much she has to suffer. You've tried to quit but you can't get through the week without going to the bar. Life is a nightmare; its problems are insurmountable for you. You are suffering the effects of Adam's apple.

To a person raised in a ghetto.--You have been held back because of your race. You have always been second class. Once you waited in a restaurant for fifteen minutes before you realized everyone else was served but you and no one was making any effort to help you. You wanted to move out of your neighborhood, but, when you did, the homes around you were sold cheap and the trashy kind of people you tried to escape from moved into them. You can't get
away from what you are. Not that you are ashamed, but it's a hell on earth to have to live as you do trapped, as it were. You are suffering the effects of Adam's apple.

Observations

1. What did Adam feel with this confrontation? Did it seem fair?

2. What did Adam do?

3. What were Adam's responses to these accusations?

4. What other responses were possible?

To Cheat or Not to Cheat

Situation

Three students are seated at desks. The class supplies the motivation to cheat or not to cheat.¹

Cast

Three students (mixed sexes).

Instructions

The three of you are taking an exam so you will need a paper and a pencil or pen. This is a very important test. If you fail, you will probably be asked to leave school for academic deficiency. The test is difficult—you can't think of any answers it seems. You are sure you'll fail. It's possible to cheat but the normal risks are also present.

¹Ibid., p. 111.
The class will be divided and one half will try to influence you to cheat and the other half will try to keep it straight. They will take turns. You should write down "yes" on your paper if it were a meaningful motivation either to cheat or not to cheat and "no" if it did not motivate you at all. (Have one student in the class keep a record of the positive motivation and another the negative.)

Observations

1. What was the final decision of each student to cheat or not to cheat?

2. Which comments had the strongest motivation?

Vandalism

Situation

Group of students try to get a boy to go with them to paint their school name on a rival school building.

Cast

Student "A" and a group of three or four friends.

Instructions

To the group (without Student "A").--You and a rival school have carried on a feud for a number of generations. Your grandparents talk about the rivalry that existed when they went to your school. It is homecoming and you want to do something to promote school spirit for the game. Someone got the idea to write your school name on the rival school building. You have the paint and the brushes, but none of
you have your own car so you want student "A" to help you and furnish transportation since he owns his own car. You have just been to MIA and you are waiting outside the church.

To student "A" (without the group).--You have your own car, a part time job, and plenty of spending money. You have always been a kind of quiet person with strong religious and personal convictions. Because of your job, you have missed out on some of the fun things your friends have done. You really like these guys and want to keep their friendship even though work prevents you from doing much with them. Tonight is your night off and you have just been to MIA and you are meeting your friends outside the church and you are all going to do "something" together, but what it will be hasn't been decided yet. Since tomorrow is the homecoming game with a rival school, it will probably be something to do with the school festivities.

Observations

Of the group.--
1. Was the group spontaneous and realistic?
2. Who led the conversation in the group?
3. Did they get the boy to go?

Of the individual.--
1. How did he attempt to handle the group pressure?
2. Could he: A. Reassure them of his friendship?
B. Talk on their level but maintain his own rights?

3. Did he handle the group pressure satisfactorily?

4. Did he remain friends with the group and retain his individuality?

Going to an "X" Movie?

**Situation**

Teen daughter wants to see an "X" movie. The father disapproves and mother can't make up her mind.

**Cast**

Father, mother, daughter (age 17) the youngest of three.

**Instructions**

**To father** (without the daughter).--You are age fifty and take pride in how well your two older children have turned out. You also feel that you have excellent communication with your children. The youngest girl has been a little more rebellious and you are concerned about the company she keeps. Lately she has been staying out later than she did. Also she seems to be rejecting values and standards set by the Church.

**To mother** (without the daughter).--You are active in church and an officer in Relief Society. You support your husband but sometimes he seems to be a little too strict and tends to make too much out of little things. You
are afraid that if you cut the daughter off too much, she may get worse. On the other hand the girl is getting out of control. It's just difficult to know what is best. She wants to go to an "X" movie tonight and you just aren't sure whether you should let her or not.

To daughter (without the parents).--You are seventeen years old and you have always been an obedient girl. You have never intentionally done anything wrong. Your church attendance is excellent. Your parents don't seem to trust your judgment lately. They don't approve of your friends. They don't like the way you dress and they sometimes act like you are almost evil. You have some friends who are going to an "X" movie tonight and they want you to go with them. You have put off asking your parents, but the kids will be here in half an hour and you can't wait any more.

Observations

1. Does the mother side with the father or daughter?

2. Can the parents set limits firmly without hostility, sarcasm or undue force?

3. Can the girl accept the limits?

4. Does the girl feel more alienated from her parents or are they able to communicate their sincere interest and desire to guide?

5. Do the parents use cliche arguments?
"The Lost Weekend"

Situation
A senior girl has gone on a date on Friday evening and doesn't return home until Monday morning.

Cast
Mother, father, daughter.

Instructions
To mother and father (without daughter).--You are a middle class family and feel very close to your daughter. You have trusted her judgment a great deal and have made very few restrictions on her activities. You never set a time for her to be in but trust her to decide on a "decent" hour herself. She sometimes stays out until one or two o'clock but usually she is in by midnight. This weekend, however, you have worried yourselves sick because she left for a date to a party on Friday night and did not come in until this morning and it is now MONDAY. You have gone from fear to anger to worry and panic. You have had it.

To daughter (without parents).--You are a high school senior. You have always had freedom to go where you wish when you wish. Your parents have never restricted you in any way. Sometimes you wonder if they really care what you do. In the meantime you are enjoying the freedom. This last weekend you went on a date to a party. It was really fun and someone got the idea to go camping, so everyone got
together and went to a nearby park and camped for the weekend. You didn't bother to call your parents because they always leave the decision to you anyway. It is now Monday morning and your date let you out of the car and you are hurrying into the house to get ready for school.

**Observations**

1. How does the family approach this conflict?
2. Do the parents make accusations?
3. How does the girl react to her parents?
4. Can the parents set limits for the future which will bring reasonable consequences?
5. Does the daughter accept these limits?

**Duty Versus Personal Integrity in War**

**Situation**

A man must decide to take in a prisoner at peril of his own life or kill him on the spot.¹

**Cast**

Three American soldiers and one Viet Cong.

**Instructions**

To Viet Cong.--You do not understand English and must serve basically as a prop.

¹Based on an experience of Paul H. Dunn during World War II.
To soldier "A".--You have been raised in the LDS Church and have always been obedient to authority. In spite of this, when you found a young Viet Cong in a village you took him prisoner although your orders were to take no prisoners. You somehow see him as a child of God and helpless as he is you cannot kill him. Shooting at an enemy at a distance is one thing, but to kill him outright while he is a defenseless captive is another. You have decided to take him in.

To soldiers "B" and "C".--Orders have been given to take no prisoners. You saw a friend of yours only yesterday that the VC had tortured to death by skinning him alive. Now, as you are going through the jungle, you meet another U.S. soldier bringing a prisoner. You tell him to either give you the prisoner or you will kill them both.

Observations

1. Do the boys portray the tenseness of the situation?

2. How does the soldier react to the threat?

3. What consequences might come from giving up the prisoner?

Dating

Situation

The girl and boy like each other but on the first date they kiss repeatedly near the end of the date and she
is really "turned on" sexually and she is aware that he is too. She said good night abruptly and became very upset as she reflected on the evening. The role opens the next day when she sees her date in class.

**Cast**

A girl and a boy.

**Instructions**

To the **girl** (without the boy).--You are pretty and well liked in school. Your mother is stake Relief Society president and your father is a counselor in the stake presidency. As far as status is concerned, you have it made. You are always well dressed and can go just about wherever you please. Your parents have high standards and you have set some pretty high standards for yourself and one of your personal goals is not to kiss until you are thinking of marriage. Last night you could hardly sleep because you went on a date and spent a good share of the time kissing and got turned on sexually. You didn't plan on it; it just happened. You have never kissed a boy before. You don't know how to face him. He is in your next class and you sit next to each other. You wonder what he thinks of you as you come up to him. He and a friend are talking.

To the **boy** (without the girl).--You are a well adjusted, active young man. You were always independent at home. You like companionship in an open sort of way with
both boys and girls. Being rather affectionate, it seems natural to show your affection when you really like a girl and you see nothing wrong with a kiss or two. You enjoyed your date last night and were impressed with how quiet, soft and gentle she is. You want to protect her. On an impulse you leaned down and kissed her before you left the car to take her in. You felt her respond and you enjoyed it. So you kissed her again a little longer this time. Getting out of the car, you opened the door for her and she rushed out, up the walk, and into the house. You were a bit bewildered. Your ego has been bruised. How will you act in class? She sits by you. Should you act like nothing has happened or try to find out what was wrong? You like her but just don't know what to think.1

Observations

1. How does the girl act in class?
2. How does she express her feelings?
3. Does she act like nothing happened?
4. What was the problem?
5. How does the boy act? Does he try to help her or protect himself?
6. Are they able to resolve the problem?

1From a problem turned in to V. Vernon Woolf in a CDFR class he teaches at BYU.
Yes or No?

**Situation**
A boy and girl have fasted to decide about marriage. His answer is "yes," her's is "no."

**Cast**
Boy and girl.

**Instructions**
You have been dating for about two years now but nothing has come of it. The girl has decided something has to happen so she pressed the issue last week and he agreed that you should fast and pray together to know what to do. The fast is over and you have double-dated tonight. The other couple have been dropped off first. As they got out, they teasingly asked when you are going to quit messing around and get married. The guy replied, "I've been wondering that myself, but we've been fasting and I guess we'll get married three months from tomorrow." The other couple were excited, but the girl has been quiet ever since because, although she had wanted to get married, her answer was "no." Now what?

**Observations**
1. Are they able to express real feelings to each other?
2. How do they account for the different answers?

Do they consider personal desires or Satan?
3. What solutions do they have?

Secret Marriage

Situation

A roommate is tired of covering when a girl's mother calls and the girl has been out all night or maybe all weekend. Her roommates don't know she has been married for three months.

Cast

Two roommates (girls).

Instructions

To roommate "A" (without roommate "B").--You have just finished talking to your roommate's mother again. She calls frequently and her daughter is out most of the time. It wouldn't bother you only the girl is usually gone overnight or all weekend. You don't know where but she seems to be pretty involved with a certain young man (returned missionary) and you are tired of covering for her. Tonight when she comes home you are going to level with her. You like her but you refuse to be caught in the middle and right now that's how you feel. It is even affecting your feelings at church. You always thought she wanted a temple marriage.

To roommate "B" (without roommate "A").--You are secretly married. You and your husband went out of state for a quickie. Your roommates don't even know. You could have been married in the temple but you decided you were
too busy for the big reception. Your plans are to get married next year and no one will know it isn't the first time.

Lately one of your roommates has been bugging you about where you go at night and over the weekends. You wonder if she has a dirty mind or something.

**Observations**

1. Were roommate "A's" reactions justified? Roommate "B's"?
2. What were some of the concerns expressed?
3. Were the girls able to resolve the conflict and remain friends?
4. Did girl "B" tell the whole truth?

**Petty Theft**

**Situation**

A friend is observed shoplifting a paperback book at a bookstore.

**Cast**

Two friends (the same or opposite sexes).

**Instructions**

To friend "A" (without friend "B"). --You are browsing through the bookstore and you find a paperback book that takes your interest. While you have money, you are working a close budget and don't really need the book. You decide to just walk out with it and not pay for it. You
have accidentally taken things before and no one has ever stopped you.

To friend "B" (without friend "A").--You are shopping in the bookstore when you think you see a friend of yours. He/she doesn't see you so you watch him while you are shopping, hoping he will turn so you can see if it is your friend. Sure enough it is. You walk over to the check stand to catch him as he pays for his book, but you are surprised to see him walk on out the door without paying. As he goes out, he turns and looks at you face to face. It's obvious you are trying to catch up to him. What do you do now?

Observations

1. Does the friend attempt to stop the shoplifter?
2. Does the shoplifter make excuses?
3. Does the friend report the theft?

Sloppy Roommates

Situation

Six roommates share an apartment. Two of them are sloppy. Two girls are in the apartment talking about the sloppy ones when they quietly come in and overhear the conversation.

Cast

Four roommates (boys or girls).
Instructions

To the sloppy roommates (instruct them first).--
You like the apartment where you are living. It is a really nice place but you have some roommates that are really fanatical about housekeeping. Everytime something gets out of place they start yelling. You have tolerated it for a semester but you have about had it. You enter quietly and hear two of the girls talking.

To the neat roommates.--There are six of you in your apartment. You get along well but there are two girls who just won't hold up their share of the housekeeping. When they finish eating, they leave the dirty dishes sitting on the table, nylons are left hanging over the ends of their beds and dresses are piled on chairs, as a matter of fact their bedroom looks like an explosion hit it. They never clean the tub after they bathe. Their books are always left in the living room sitting on the couch. The two of you are sitting and talking about the other two; trying to decide what to do about the situation.

Observations

1. What was the reaction of the two girls when they overheard?

2. How did they handle the problem?
   A. Did they face the real issues?
   B. Did they find a solution?
"Pot" Party

Situation

Two roommates learn that while they are going out of town for the weekend the other two have planned a "pot" party at the apartment.

Cast

Four roommates (boys or girls).

Instructions

To two roommates (without the others).--You have some friends who use marijuana. You have been with them when they smoked it before but you have never used it. This weekend your other two roommates will be gone so you two have decided to have a party at your apartment and try some "pot."

To the other two. --You have just found out that your other two roommates are planning to have some friends over while you are gone for the weekend. This doesn't bother you, but you also found out that they are planning to have marijuana with them at the party. You always thought your roommates were pretty straight. What will you do now?

Observations

1. How do the roommates approach the problem?

2. Are the two straight roommates able to accept the other two?

3. What solutions are worked out?
4. How else might this be handled?

The Ring

**Situation**

He is planning to give the girl a ring. She has decided to marry another guy and plans to tell him tonight.

**Cast**

One boy (returned missionary) and a girl.

**Instructions**

**To the boy** (without the girl).--She is the neatest girl. All of your life you have had a dream girl you have hoped to meet and this is it. She fits every point; looks, personality, talent, everything. You know there are some other guys hustling her though. You have decided that one lesson you learned on your mission is to set a goal and go after it and don't waste time. Today you bought a ring to give this girl. If she takes it, your dreams will be fulfilled.

**To the girl** (without the boy).--You really like this guy. He is a very special person, a gentleman, but a lot of fun, too. He is a good catch for the right girl. As a matter of fact, whoever marries him will be a very lucky girl. However, it won't be you because you have met the man of your dreams and tonight you have to tell this man you won't be dating him anymore. This is difficult because you like him; you just can't be serious about him.
Observations

1. Can they express their feelings to each other?

How did they feel?

2. Can they accept each other's feelings?

3. What do they do?

4. How else might this situation have ended?

Complication

Perhaps he could show her a ring he bought for her.

1. Does this influence her?

2. Does she reject his proposal or accept?
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary
The development of structured situations for role-playing was selected as a subject because previous studies had indicated the need for using more group teaching techniques, and role-playing had been found effective in fulfilling that need. A review of literature on the use of role-playing in high school and college classes was undertaken. Material which was considered helpful in writing and using role-playing situations was compiled and written with an application to a religious educational setting. Incidents for role-playing were gathered from my observations and conversations with students and also from the literature reviewed. These incidents were written and tested in religion classes. Short scenarios of the role-play, class discussion, and my personal observations were also written and included in this thesis.

Chapter I: The Problem
The purpose of this study is to:

1. Provide information on the uses of role-playing that show its relationship to religious education.
2. Provide information on how to develop role-playing situations and use them in educational settings.

3. Develop some sample situations which may be used by other teachers.

Chapter II: Why Role-Play?

Information on the value of role-playing in the educational and counseling fields was reviewed in books, journals, and periodicals. Counseling was found to be consistently producing the greatest amount of literature on role-playing although the technique has been used for centuries as a teaching device. The modern use of this teaching technique has been primarily in the elementary schools and only recently have teachers begun using role-playing in secondary and higher education. This study also found that role-playing had value in LDS Seminary and Institute teaching, although there has been little written on the use of the technique for religious education. The literature also indicated a need for studies measuring the effectiveness of role-playing with instructors trained in its use.

Chapter III: The Process

Suggestions were given for finding incidents which may be developed into role-playing situations. A recommended format for writing situations was offered with an explanation for using that format. Guidelines for presenting and discussing scenes in class were presented. Teachers were cautioned to keep their instructions brief and simple,
but with as much emotional content as possible. Discussions of the role-playing were considered essential and should be conducted with a great deal of permissiveness.

Chapter IV: Role-Playing
Situations and Scenarios

The practical application of role-playing in the LDS Seminaries and Institutes of Religion was demonstrated by writing situations for role-playing and testing some of them in religion classes. The presentations and discussions were reviewed to illustrate the effectiveness of the technique. Responses of teachers, students, and ecclesiastical authorities were recorded to indicate the apparent effectiveness. This chapter comprises the bulk of the thesis and demonstrates the adaptability and versatility of role-playing. The situations cover a very broad range of subjects.

Conclusions

The literature reviewed indicated role-playing has been effectively applied as an aid in teaching and counseling under circumstances similar to those found in LDS Seminaries and Institutes. The use of the situations in this thesis demonstrates the adaptability of the technique to LDS religious instruction. Situations concerning personal, social, and religious problems can be developed which will involve students in all age groups in finding solutions appropriate for their own level.
Recommendations for Further Study

A Training Program for Teachers

As part of the training of LDS Seminary and Institute teachers, instruction should be provided in the use of role-playing. Included in the training should be:

1. An explanation of role-playing.
2. A review of literature including the current developments and practices in role-playing.
3. A practical experience in developing role-playing situations.
4. An experience as an observer and participant in role-playing.
5. An opportunity to present role-playing to a class and conduct discussions based on the role-playing.

Evaluative Studies

Objective and reliable evaluative studies are needed to determine the effectiveness of role-playing. Studies have been conducted, but these have not been over a long enough time and the teachers used for evaluation lacked skill in using role-playing techniques.
SELECTED ANNOTATED BIBLIOGRAPHY

The following list of books, journals, reports and unpublished materials were used in preparation for this study. Most of these references were printed after 1964, however, some books and articles, such as those by J. L. Moreno, are so basic that I have included them in the list although they were in V. Vernon Woolf's review. (Woolf included materials printed prior to 1964 in his thesis, "A Study of Literature on Role-Playing with Possible Application to the LDS Institutes of Religion," which is included in this bibliography.) Role-playing has been used a great deal in elementary education, psychiatry, and industrial training. There is a large amount of literature in these areas, but I have primarily selected material which appears to relate most to high school and college instruction.

Articles in Journals or Magazines


A study for a Master's Thesis wherein the author experimented to study the effects of role-playing is reviewed. No significant evidence was gained to support the hypothesis that role-playing would help students propose more realistic solutions to problems, but several helps and guides are given as well as expectations, such as: role-playing will produce more possible solutions to problems, students will think in a long range orientation.
and students will become more sensitive to others.

A comparison of discussion situations and predictable behavior of group members, indicating that behavior in role-playing is less predictable as the stress factors are often different than the subject's past experiences. University students were selected to participate in five-person discussion groups, three-person discussion groups and in structured role-playing. There was consistency of behavior in the first two situations but little in the role-playing. The conclusion being that some behaviors reflect personality and others do not.

Bruneau, Thomas J. "Utilizing Role-playing in the Basic College Speech Course." Speech Teacher, XX (January, 1971); 53.
This article is about adapting role-playing to college experience. In a college speech course the speaker indicates to what group he or she is speaking and the college students then play the role of that group, for example, blind children age five to seven, PTA Housewives, pregnant women, etc. This procedure provides a simulated experience of speaking to the people the student will face in his future employment. The approach gives innumerable referent models of speech communication, integrates theory and practice, requires audience analysis, forces an inventory of the speakers personal goals, all students are involved, etc. Teachers are cautioned that there are some problems such as crude stereotyping of the class.

Cecile proposes the use of role-playing in studying American Foreign Policy and gives a step-by-step outline for setting up a simulation case study of the Viet Nam issue. This is not a tested simulation but a proposal based on the author's past experiences. It seems interesting and similar cases have been tried and found effective.

The authors relate their experiences with having students design the simulation problem wherein they will play the roles. Students herein devise the problem, define the roles and then experiment to carry the problem to completion. It is particularly geared for training programs.


Using a computer, students role-play rulers of countries and make decisions as a ruler, the consequences of which are immediately given back to the student by the computer. Playing the role of a ruler seems to increase desire to learn and apply economic principles. In addition it is felt to be an aid to learning decision making. The validity of the idea has not been tested.


The study indicates that if an observer is accurately informed of all critical circumstances in an experimental setting that is not too unlike situations he has encountered in the past, he can predict his own responses, but not necessarily the responses of others.


Very excellent article on the adaptation of role-playing in a religious setting where people respond to problems which may be faced by other church members and learn how to control their responses.


Role-playing is reviewed as one of several methods of participation training to give life to the classroom and meaning to assignments. Some suggested uses of role-playing techniques are: 1) write as Antigone or MacBeth in confiding to the teacher; 2) interview in written papers; 3) lecture as a person studied or a fictitious person from the period of time studied.

The author feels role-playing moves the past from the abstract to reality and offers guidelines to help teachers try this technique such as: 1) keep the problem related to small group discussion in history; 2) allow the students time and help in research; 3) be careful in assigning the roles; 4) provide a good critique and avoid teacher interference.


High school students role-played twenty-eight delegates to the U.N. discussing the Arab-Israeli confrontation of 1967 as a classroom activity. Students were motivated to spend time in research and they made an immediate application of knowledge which helped in understanding the complexities of governments.


This helpful and informative article looks at the value of role-playing in a religious setting. The things are cited which it seems to do in religious education; such as motivating, leading to relevant inquiry, providing concrete references for abstract learning, giving an integrated view of man and aiding in developing potential.


This experiment indicated that students playing a role the same as their own prior attitude, changed opinion very little in terms of a larger acceptance of the view, but those arguing the opposite of their personal views became more accepting of the new view.


This article gives a brief theoretical background and then relates the use of role-playing in Soviet schools to help in teaching symbolization and thus language. Children learn very early to let one thing represent another and one action represent another. As children grow older, words are substituted for objects or actions. These develop into more and more complex substitutions. The approach of the article is more psychological.

Elms suggests that incentive theories still hold true and dissonance tends to be the result of increasing reward levels on a negative basis. He proposes that when interfering reactions are low, increased reward may lead to greater attitude change. This article is not directly pertinent to the teaching technique, but is one of several on incentives. I have reviewed only two in the present study.


A group of teachers used role-playing to help another teacher solve a discipline problem in a high school class. The teacher at first played himself with other teachers playing students. As the situation progressed, it took four different people attempting the teacher's role before a solution was reached. This case study demonstrates very well the practical application of role-playing.

Fry, Charles L. "Training Children to Communicate to Listeners." Child Development, XXXVII (September, 1966), 675.

A study with twelve-year-olds found that reversal did not aid in communication development anymore than just role-playing a single role. Subjects were divided into three groups of sixteen. One group practiced speaking, one listening, and one practiced both speaking and listening. The trained subjects were compared with sixteen untrained. All of those trained showed improvement, but those who practiced as both speaker and listener improved no more than those restricted to one role.


A brief study of role-playing in fourth, fifth, and sixth grades for developing skills in peer relationships and making decisions. By using a checklist scoring system they found improvement in both areas following role-playing.


First grade students developed problem solving skills by working on two problems each day
for a week. They were to 1) list alternative solutions, 2) consider positive and negative consequences for each alternative and 3) choose what they considered the best alternative. The teacher acted only as a prompter. After the pupils selected their solution, they role-played it to test it. Some interesting situations which could be used as warm-ups or expanded for role-playing were given.

Greenwald, Anthone G., and Albert, Rosita D. "Acceptance and Recall of Improvised Arguments." *Journal of Personality and Social Psychology, VII* (1968), 31. A study which concludes that subjects tend to have an enhanced regard for their own arguments even if they have had opposing views before being assigned to argue this way.

Harth, Robert. "Changing Attitudes Toward School, Classroom Behavior, and Reaction to Frustration of Emotionally Disturbed Children Through Role-Playing." *Exceptional Children, XXXIII* (October, 1966), 119. While students ranging from nine years to eleven years old changed behavior after role-playing in adult teacher roles, there was little change in attitude. This study is cited in support of Glasser's concept that attitudes change following rewards for positive behavior. Students all had records of academic and discipline problems.

Heathcote, Dorothy. "How Does Drama Serve Thinking, Talking, and Writing?" *Elementary English, XLVII* (December, 1970), 1077. The requirements and the benefits of role-playing in the classroom including the teachers role in employing drama in education are explained. Role-playing must have a problem which arrests attention, employs the known and understood in a positive way, demands decision making and promotes awareness and understanding. Teachers need to create a non-judgemental environment, use students ideas, create a situation of integrity, understand how drama works in releasing attitudes, and move toward teaching goals without destroying student contributions.

Huston, Alice I. "Ecumenical Youth Play Real Game." *International Journal of Religious Education, XLIV* (September, 1968), 4. Role-playing is applied on a large scale with students spending several days at a convention acting on problems of a community. The problems included poverty, affluence, pressure groups,
complacency, etc. and developed as a natural result of living together although most problems were hypothetical. Students had to find solutions to the above problems to exist as a community for three days.


An experiment to investigate the effects of favorable versus unfavorable sponsorship showed more change under favorable sponsorship. Monetary rewards were found to be among the unfavorable sponsors. This substantiated the idea that authority figures get us to accept things more readily and that people question the value of that which they have to be paid large sums to support. (This is not directly pertinent to the teaching technique but it is one of several articles on incentives. I have reviewed only two in the present study.)

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This article discusses the use of teaching innovations developed for the Upward Bound programs. Role-playing specifically was used to aid the students self-image so he could see himself as a person subscribing to Upward Bound goals and values. Every student participated in the production of one of four one act plays. Video-tapes were made of students acting the part of students behaving inappropriately and trying to "bug" the teacher. Discussion followed these experiences.

It is recognized that we know a great deal about teaching and the needs of students, but teachers do not put this knowledge into practice. Teachers do not really accept their students as individuals. Kellough proposes the use of role-playing in teacher training so teachers may learn to apply theory in a skillful way. He cautions that we must learn to be non-directive and permissive so students in disagreeing and criticizing each other may reach solid conclusions. He proposes other techniques for using case studies as well. All of these are geared to helping prepare teachers but can be adapted to any teaching problem.


An elementary school application, but the article explains sound basic principles of role-playing which are applicable on any level. Recognizing the fear of role-playing becoming a sensitivity experience, Lamb warns the teacher to avoid a direct personal confrontation. Don't have students play themselves as they become so personally involved that personal and private feelings become the primary focus. This is psychodrama and should be left to the trained therapist.


Role-playing was used to aid delinquent boys in learning their deficiencies and improving communication. Four boys in a school for delinquents met once a week for eight weeks as a pilot study. They first considered their fears both felt and observed. Then they role-played the most frequently mentioned problems and the therapist led a discussion of the presentations. The conclusion was that role-playing is an effective way to teach subjects of this type.


This study of 215 college students found role-playing to be more effective in attitude change than group discussion or a control group. All subjects were tested on a thirty item forced-choice questionnaire measuring attitude toward supervision. The materials used were industrial problems to which
individual roles were added. A post treatment questionnaire was administered.


A technical discussion of an experiment using role-playing showed little or no affect having been achieved and some possible reasons for the lack of expected results are given. Seventy-five people were divided into a control group, a group exposed to programmed materials and a group given the programmed materials and practice job interviews using video-tape. The results showed no significant differences between the experimental groups. Perhaps this is due to the anxiety levels of the subjects who were mental patients.


Asserting that most decisions must be made without all the facts, no one knows all of the possible consequences, consequences are in the future so values attached can only be imagined, and no one thinks through all possible behaviors, McCalib suggests that role-playing comes closest to presenting the experiences needed to learn how to make decisions.


A teacher relates how role-playing was used in teaching Great Expectations. Class members were assigned to be characters in the novel. Each day they read assignments in the book and when they came to class those playing the characters were interviewed by the class members.

Mann, John H., and Borgatta, Edgar F. "Personality and Behavior Correlates of Changes Produced by Role-Playing Experience." Psychological Reports, V (1959), 505.

The dependencies limiting the effectiveness of role-playing in the classroom was studied on a short term basis with statistical information and charts. Ninety-six subjects were drawn at random from graduate education courses. They were divided into eight groups and six groups experimented with role-playing for twelve one-hour sessions. The conclusions showed little difference in the groups but changes might be greater over a longer period.

This article relates a case study of using role-playing to stimulate a parent discussion of handling teenage problems. The problems, the roles, and the discussion were set up by the teenagers. They considered: having to return home promptly after a social affair at night, lack of privacy, report card trouble, going steady, and use of the family car. The girls prepared scripts for part of the presentation to the parents. The scripts developed from role-playing and they were not held in the presentation.


This is a good example of team teaching using role-playing. The drama teacher and the family-living teacher combined classes and hoped to teach both groups through role-playing. They began with improvisational exercises and then went to getting acquainted and warm-up activities for a week before trying role-playing. They then worked with real or hypothetical problems in small groups, working first with a tape recorder so that only the voice was presented to the class, then working in the class, and ultimately video-taping, the students could see themselves and observe objectively how they behaved in a stress situation. The article seems to be a realistic view of a successful experience. It points out problems, psychological and physical, which we should anticipate.


Using a case method to teach history requires students to role-play the problem as learned from the past. The steps to setting up a case study as well as the application of role-playing are reviewed: 1) report the experience of a person or persons leading to a problem to the class; 2) have the class analyze the information to determine what problem or problems will be the main concern of the class; 3) interpret, and define, the problem; 4) then consider solutions as carefully as you have the problem. Role-playing is used to give meaning to the study made by the students. The author uses the crises of the War of 1812 and sets up a
meeting with President Madison so students may demonstrate to each other the information they gain about individuals and problems from history.


In a study of the effect of role-playing on cigarette smoking forty-four adult male Ss pretended to be either the patient or doctor in a conference over a physical check-up. The "patient" was informed he had lung cancer and had to decide whether to undergo an operation. On five-day follow-ups nine Ss reported reduced smoking by eight cigarettes or more per day; seven Ss (including three of the original nine) showed similar reductions after four months. All Ss who reduced smoking were internally oriented. Verbalized intentions were not related to reduction in smoking levels. Situational anxiety predicted verbal intentions but not behavioral change.

"Reform of Freshman English." School and Society, XCVI (October 12, 1968), 332.

Freshman English at the University of Massachusetts is taught by asking students to write in the first person while assuming the roles of writers of different style. The instructor feels it broadens the students' understanding of style and helps them extend their own potential.


Concerned with improving teaching generally, this article has a section on role-playing as a means of stimulating the "non-verbal" and under-privileged child.


This report in the London times relates how role-playing is used in Nigeria to train government officials. They simulate conditions which require the development of communication skills as well as the technical training of the individual. It was found that this increased interest in the class members and also made for a more thorough and practical preparation for the job. The necessary information is given and then a simulated situation is set up to test the application of that information in a realistic setting.

A case study of attempts to bridge the generation gaps using various role-playing techniques including monitoring and reversal (including sex-reversal).


Social problems are all around us and become more complex as we mature, but students need to begin working with problem solving at their own age level. We do this on an academic level, but students need to explore problems spontaneously and with the unpredictable responses which come from other people. This is the value of role-playing. Children can learn to care and be concerned individuals. Teachers need to believe that each individual can cope with his problems and he and his group can grow toward finding solutions to human problems.


Explains how this teacher uses role-playing to help students better understand absurdist plays and stimulate them to study other, more conventional playwrights as well. Students role-play situations similar to those in the absurdist play and try to understand the problem on a real basis and then compare it with the play.


Shipman applies role-playing techniques to a college classroom and gives some guidelines. He uses role-playing on a rather limited basis. The class is divided into pairs to role-play simultaneously at first. When they are at ease with each other, he then has one pair perform for the class. He recommends that teachers keep a checklist evaluation form for students to fill out each time so as to evaluate the success of the technique.


The Simons discuss how to deal with dramatic improvisation in the classroom and what its benefits
are. They suggest sources for obtaining the situations, warn the teacher of a change in the classroom atmosphere, give guides for conducting the discussion, and cite the benefits of improvisation in the classroom.


Soltys relates using video tape to record role-playing of job interviews to aid students in overcoming interview problems. The procedures sound valid and the set-up seems good, but studies indicate that there is not always any improvement.


Stewart discusses the use of role-playing in the training of military advisors. He gives problems encountered as well as ways they may be handled. An example is how to interest a "contrast-American" in improving the welfare of his people through a health project. The training process has not been in existence long enough to determine objectively its effectiveness. It does present an interesting adaptation of role-playing on an adult level.

Streitzer, Nancy E., and Koch, Glen V. "Influence of Emotional Role-Playing on Smoking Habits and Attitudes." Psychological Reports, XXII (1968), 817.

This study found a significant change in attitude as subjects played patients dying of lung cancer but found little change in habits. Each of twenty female Ss participated in a role-playing session with one of two Es. S acted the role of a lung cancer patient and E the role of her physician. These twenty Ss displayed significantly greater changes in smoking habits and attitudes toward cigarette smoking than a comparable group of ten control Ss. Ss who role-played with a physician showed significantly greater attitudinal change than Ss who role-played with someone of less status. No significant difference appeared, however, between these two groups in their change of habits.

A psychological study of social interaction using role-playing reversal technique. Twenty pairs of students role-played a situation in which one friend discovered the other making harmful comments about him to a third party. When completed, the same scene was role-played again but with role assignments reversed.


Adaptation of role-playing to real life problems for studying language in conversation and learning to use language more effectively. A problem is defined, ideas for characters written on the board, parts cast and played for ten minutes. Discussion follows to influence students to feel and talk like someone else so they can see that how we talk influences how others feel about us.


Role-playing applied to family counseling to aid families in meeting communication barriers is explained. The technique consists of having participants role-play four specific modes of interaction and thereby places restraints on possible actions. This focusing on family progress and problem solving helps people in expanding, understanding, thought, and experimentation.

Books


A manual printed for use in counseling disadvantaged persons seeking employment. The aim is to help the disadvantaged develop skills in job interviews. The emphasis is on role-modeling, but the situations presented are real and are taken from information supplied by actual clients. This book offers a very practical application of role-playing and demonstrates the effectiveness of the technique.

An outstanding book in the field of creative dramatics and children's plays. Burger gives sound theory and excellent step-by-step application for using drama with children. The principles apply to role-playing with older children, but the book as a whole does not have a direct application to role-playing for high school and college.

An excellent handbook explaining role-playing theory and presenting several guidelines for helping teachers to begin using role-playing. This book contains 126 sample problems and an old but good bibliography.

An excellent book for assisting in establishing a creative dramatics program for young children. Written for use by elementary teachers, it offers little material suitable specifically for use with older students, but the chapter on creative teaching is one which I would recommend to all teachers of any subject as an inspiring view of what teaching can and should be.

A collection of thirty-six situations involving conflicts with university students, staff and administration. Such issues as nudity, race, drugs, grades and violence are considered. All of the situations are based on real issues and therefore the actual solution is also given. Probably the best book available at the present time on role-playing at a college level.

A review of several studies on attitude change through role-playing. Elms has done a fine job of collecting opposing studies, attitude changes, and the final conclusion is left open to the reader. He includes such studies as Janis and King, Festinger and Carlsmith, and Collins. It is an interesting collection of attitude studies but gives little help for classroom use of role-playing.

An excellent handbook written as a case study of thirty role-playing situations. The author writes a narrative of his experiences in using these situations in a Catholic high school. He found these to be very stimulating to his students. The subjects range from the Sermon on the Mount to cocktail parties. Every one is interesting reading.


This is an excellent book both in the significance of its contents and the easy style in which it is written. The book reviews the federally sponsored programs to aid underprivileged students with their learning problems. Gartner points out how it was originally thought that such a plan would help those tutored to become better students. In practice, however, it was soon learned that the tutors were the ones who gained the most. As the slower student began playing the role of a teacher, his scholarship improved. Gartner gives several case studies to support these findings.


The view is that improvisation is the central activity to understand life. They hold that actors must know life and be able to grasp its essence at any given level. Since we cannot live at all levels nor would we want to, we improvise. Improvisation should aid the actor by 1) releasing his tension through concentration; 2) sharpening his powers of observation; 3) increasing the powers of imagination; 4) training him to think during a situation; 5) developing and training the emotions; and 6) understanding the body movement as related to everything else. Included are helps for beginning improvisation work and developing it both with and without a text. It is a good book, practical and informative, but not organized for ease in using it as a manual. There are some excellent exercises which move the actor from the concrete experience to the imagined. However, most of the material is directed to the serious actor rather than for use in classroom role-playing.


Part of a three volume collection of documents and writings on the development of psychodrama.
theory and practice. Moreno illustrates with case studies. Volume I is divided into nine sections: 1) the cradle of psychodrama; 2) the therapeutic theatre; 3) creative revolutions; 4) principles of spontaneity; 5) role theory and role practice; 6) psychodrama; 7) psychomusic; 8) sociodrama; 9) therapeutic motion pictures.


Moreno provides an historical background, origins, and the fundamental rules of psychodrama. A detailed account of the various psychodramatic techniques is offered as well as the many modifications of the psychodramatic methods.


This practical handbook for elementary teaching includes case studies of situations, theory, and guidelines for developing role-playing in an elementary school. It includes a brief but good bibliography.


Emphasis is placed on teaching values in action. Beginning with a discussion of curriculum and methods, the book is primarily devoted to the practical application of role-playing in the elementary classroom. The last half is a collection of forty-five open-end stories for use in role-playing. This book is undoubtedly the best available at the present time and has much to offer the teacher of any age level.


An excellent booklet on the Shaftel story-telling approach with guidelines on the step-by-step process, sample stories, and a discussion of various elements of creative dramatics used to stimulate role-playing and discussions. It includes a fifty-three item bibliography.

Intended for use with children eleven years old or younger, this book offers more to the secondary teacher than it appears to at first. The emphasis is on theory which may be applied to any level and the chapter titled the creative leader is excellent. She discusses the use of creative dramas for stimulating imagination and personal development. There are chapters on how to get materials and how to use them at school up to age eleven.


An excellent hand book for improvisational acting, this book should be read by anyone attempting to teach using role-playing techniques. Spolin gives information on how to establish an atmosphere of trust so people will be honest in their improvisations. She explains how important it is to be brief in stating the problem and working on the problem as a guide for the students, not as an authority with all of the answers. She believes in a cooperative effort through all phases of improvisation and emphasizes that spirit in the evaluation process. After stressing the importance of avoiding discussion of how a problem is solved she presents a summary of ninety-six reminders and pointers. The remainder of the book is made up of sample problems to develop better acting, some of which can be used as classroom situations for role-playing. The primary value of the book, however, is in its presentation of improvisation theory and technique. The later part of the book is directed more toward professional training of actors.

Published Reports


A study to evaluate role-playing and other teaching devices in college. There was no statistically significant difference in cognitive learning but attitudes were favorably changed.

An interesting and informative study of the application of several techniques for involvement including role-playing. All of the material used, including the role-playing situations and printed handouts to the group, are included in the appendix.

Unpublished Materials


A very thorough but concise study of role-playing and values in guidance. He includes a history of counseling individually and in groups. He points out a scarcity of information on role-playing in guidance. Most role-playing literature is either theoretical or descriptive. His study was designed with four counselors each conducting one control group for group counseling and two groups with role-playing added. A test battery was given before and after the counseling program. Of ten sessions over as many weeks, the study produced nothing to indicate role-playing made a better counseling situation, but it was felt that future studies should use counselors more skilled in role-playing and conduct the research over a longer period of time.


The study set out with the hypothesis that role-playing would not change attitudes. The tests following the experiment indicated that attitudes were changed. One hundred, sixty-two fourth, fifth, and sixth graders from three schools in Kansas were used in groups of six members for twenty-seven meetings. They worked on three moral values: moral responsibility, moral equality, and pursuit of happiness. The groups were studied with three teaching techniques, lecture, discussion, and role-playing. Objective tests given at the beginning and end of the experiment indicated changes in attitude in the lecture and the discussion groups but not in role-playing. Indications seemed to be that students needed direction from the teacher in considering new views. Several recommendations for further study including the development of skill in working with these techniques are given.

A very thorough review and classification of literature is the major contribution. It includes a practical chapter on the application of role-playing in the religious setting. The value of using the technique is discussed. Recommendations include writing a handbook, developing structured roles and testing the effectiveness of role-playing.
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THE DEVELOPMENT OF STRUCTURED SITUATIONS FOR ROLE-PLAYING IN THE LDS DEPARTMENT OF SEMINARIES AND INSTITUTES OF RELIGION

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ABSTRACT

The purposes of this study were (1) to determine what guidelines can be used to develop situations for role-playing and (2) to develop structured situations which can be used by teachers in the LDS Department of Seminaries and Institutes of Religion.

The study included a brief historical background of role-playing with emphasis on the educational and counseling development, current applications of the technique, and procedures for developing and presenting role-playing situations. Situations were then written and tested with students ranging from the ninth grade through college graduates. The results of this testing were written and student and teacher responses recorded.

The results of this study were (1) the development of a chapter offering practical suggestions for developing and using role-playing in educational settings, and (2) sample roles were written and tested with favorable results. Recommendations were given for (1) the inclusion of role-playing in the training program of Seminary and Institute teachers and (2) the conducting of objective and reliable evaluative studies.

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