

WP3 -Joint Training programme for Social, Cultural, and Health Sectors

Active learning activity module 5 #3

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Active learning activity #3

Module	Communication and Socio-emotional Skills Development for Implementing Theatre Activities with Older Persons
Chapter	Socio-Emotional Skills
Name of activity	Emotional Role-Playing Scenarios
OBJECTIVE(S)	Practice empathy, improve conflict resolution skills, and enhance emotional understanding in challenging real-life scenarios.
METHODS	Role-playing, scenario-based learning, group discussion
TIME ALLOCATED	50 minutes
RESOURCES NEEDED	Printed role-play scenarios (e.g., disagreement between friends or giving constructive feedback).
INSTRUCTIONS *	• Divide participants into small groups or select volunteers for a role-play exercise. • Give each group or pair a scenario involving an emotional challenge or conflict. • Instruct participants to role-play the scenario, focusing on using empathy, verbal communication, and non-verbal cues to resolve the situation constructively. • After the role-play, pause for feedback and ask observers or participants how emotions were managed and what non-verbal or verbal cues were most effective. • Facilitate a group discussion on the emotions involved in each scenario and the strategies used to navigate them. Reflect on how these skills can help in real-world social interactions, particularly in theatre contexts.
REFERENCES	Video Source for inspiration: https://www.youtube.com/watch?v=IW7vVB3XdCY

	
HANDOUTS	• Role-play scenarios to print (see document “AGE_THEA Module 5 Activity #3 HANDOUT – Emot. Role Playing Scenarios”)

* Full instructions:

To implement the Emotional Role-Playing Scenarios, the facilitator should begin by dividing participants into small groups or selecting volunteers for the role-play in front of the other participants. The group or pair will receive a scenario involving an emotional challenge or conflict, such as a disagreement between friends or giving someone feedback. Feel free to print out our handout with various scenario suggestions.

The facilitator explains that participants should focus on resolving the situation constructively, using empathy, verbal communication, and non-verbal cues. As participants act out the scenarios, they should aim to express

emotions authentically and respond thoughtfully, practicing conflict resolution skills. After each role-play, the facilitator pauses for feedback, asking both observers and participants to reflect on how emotions were managed, and which non-verbal or verbal cues were most effective in navigating the situation.

To improve the learning process, the facilitator leads a group discussion on the **emotions involved** in each scenario, highlighting the **strategies used** and exploring **how these skills can assist in real-world interactions**. Tips for facilitators include observing each group closely to provide specific feedback on both verbal and non-verbal communication techniques. Facilitators should encourage participants to embrace each role fully and remind them that the focus is on empathy and constructive dialogue. This detailed approach ensures other trainers can clearly understand and confidently implement the activity.



“ON STAGE IN THE GOLDEN AGE: THEATRE FOR HEALTHY AGEING”

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