

# Situation Switch

**Use:** After page 48

**Format:** Small group to whole group

**Time:** 30–45 minutes

**Materials:** Copies of role-play scenarios (on following page)

1. Break the class into small groups.
2. Pass out a role-play card to each group.
3. Allow time for each group to discuss the scene it has been given and discuss ideas on how to role-play it.
4. Have the groups turn the cards over and listen to a few directions.
5. Explain that this scene will have to be played out in two different ways—one showing a poor attitude and one portraying a good attitude.
6. Tell students that when they are not performing, they will have to pay close attention to the scene in progress.
7. When they (the audience) observe the players portraying a bad attitude, the audience will call out “switch!”
8. When “switch!” is called, the players will immediately stop.
9. The audience will then be allowed to give three positive suggestions to the players that the players must use in the rest of the scene.
10. The instructor will then say “go!” and the scene will resume using the audience’s suggestions.

# **Role-Play Scenarios**

## **Scenario 1**

A worker is new on the job, and a co-worker is asked by the supervisor to help the new person learn the ropes.

## **Scenario 2**

A supervisor tells his worker that she has to sign up for a computer class to maintain her position or to move up in the company.

## **Scenario 3**

A worker had arrived late due to a child-care difficulty. The boss has met the worker on arrival to ask for an explanation.

## **Scenario 4**

A supervisor has begun to ask one worker for personal information concerning another worker.

## **Scenario 5**

A worker has been assigned to a committee. Not all the committee members know each other. Several appear to be extremely unsure of the group.

# Paired Insights

**Use:** At the end of the chapter

**Format:** Pairs

**Time:** 20 minutes

**Materials:** Paper and pen for notes if desired

1. Assign students a partner (partner A and partner B).
2. Explain that each student can take notes, if desired, as the partner talks.
3. Students will discuss a time when their attitude hurt them in the workplace. Each person will have an opportunity to relate this experience to a partner.
4. Partner A will take the “helper” role first. The helper’s job is to provide a sounding board and give suggestions on how to avoid or fix the attitude so that it will not become a problem in the future.
5. Partner B will talk first as partner A listens. Then the roles will change, and partner A will talk as partner B listens. (Allow approximately six minutes per person.)
6. When time is called, ask each pair to share any particularly good suggestions that came out of the exchange that could help others in the class.