

Teacher notes: Role plays

Work experience peer modelling and role plays

This practice is designed to support students to get ready for work experience. There are two peer-modelled videos on the *inclusionED* site to assist you (view in *Section A. Plan* or click here for [Scenario 1](#) and [Scenario 2](#)). Role-plays can help to address any concerns or anxiety students may have about work experience. However, you may want to consider helping your students in the following ways too:

- Getting them to visit the work experience site before they commence work experience.
- Getting them to practice the journey to the work experience site before they start.
- Encouraging them to use the **Work Experience Checklist** in this practice to make a list of things they need to get ready for their work experience.

Scaffolding

Most of our student worksheets have at least two versions. Each version is differentiated according to the level of scaffolding it provides.



1 Hand = least amount of scaffolding



2 Hand = moderate scaffolding



3 Hand = greatest amount of scaffolding

Scaffolding may refer to:

- Level of language used on the sheet
- Use of visual supports
- Structure by way of tick boxes etc.
- Or, a combination of these.

Peer modelling videos

Before viewing the videos

Watch how students complete the “feedback sheets” in the peer modelling videos. You can pause or replay the video after each work experience scenario if you need to. After the pause screen, there is a peer model evaluating the student in the video and filling out the feedback sections on the student worksheet.

After viewing the videos

Discuss the following questions with the whole class or in pairs.

Questions

Was this student prepared for work experience?

What could the student have done to be more prepared?

What was good about the students' communication?

Sample answers

- The student showed good work experience preparation.
- In situation 1 the student had already practiced their work experience journey on public transport.
- In situation 2, the student had brought their lunch to work experience.
- The student is polite and friendly (ask for examples).
- The student is also not afraid to ask questions of the key contact person.

Stop the activity or proceed

You could stop the activity here or you could proceed by supporting your students to write “work experience” scripts of their own.

Work experience script suggestions

Situation 1: You are a work experience student and you are running late for your work experience.

Situation 2: You are a work experience student and you are getting feedback on how you are going on work experience from your workplace key contact person.

Situation 3: You don't understand something that you are supposed to do on your work experience. You are asking your workplace buddy for assistance.

When they have finished writing their scripts you can ask pairs of students to swap scripts. They can then read and provide feedback to the students who wrote the script using the **Student worksheet** feedback section.