

COOL IDEAS

**STRATEGIES AND TIPS FROM DECA ADVISORS**

**Debi Cline, New Mexico**

At the start of the year, we would watch various samples from YouTube. Then as a class, we would “tear apart” a role-play. I did this so the students understood the components of a role-play. I would show the students how the performance indicators match the rubric. I would then take time to talk through various solutions to the role play. Then, they would pair up with someone and run through our solutions, and then tradeoff who is the judge and presenter, so all students had an opportunity to present. We would debrief as a class.

**Laurie Jennings, Arkansas**

We do “Role-play Friday” every other Friday. In business law, we use the Business Law and Ethics Team Decision Making Event. In marketing, we use a variety of role-plays that are tied to marketing, and in management, we use the Human Resources Management Individual Series Event. We begin this process by spending one full day breaking down the process and understanding how to read a case study. I had all classes start with an Individual Series Event in the hospitality cluster so that they could begin with information that they were more familiar with. We walked through the case study as a class, highlighting the important information. On the second day, we worked through the process of creating a visual and how to take notes, including how to incorporate the performance indicators into their plan. On the third day, the students paired up and they each presented their information. In each class, a DECA alumni member and I modeled what a role-play should look like. We didn't do the entire role-play, but modeled the first couple of minutes. Then they each presented to a partner who scored them using the rubric provided. We didn't put time constraints on the first run, but the next time they did one – it was the real deal!

**Michael Patti, Colorado**

At the end of each week, we do “Role-Play Fridays.” I take an old role-play that matches that week's instruction (i.e. target market, pricing, etc.). The students all do the same role-play. Then half the students present while the other half judges. Then we flip and the judges then present their role-play to the other half, but students have to find a different partner.

**Kim Radford, Virginia**

Case Studies: I utilize these as "table topics" for group discussion. I let the students work in teams to read the case and determine their answers to the performance indicators. Each table gets a different case study to review so it allows others in the class to get exposure to more than one example.

Role-plays: I partner up students with sample role-plays. They each take turns being the presenter and the judge. I give them the judge instructions so they can see what judges in competition can see and how they determine their grading of a role play. Each of them evaluates their partner.

Both could also be used as warm-up activities to discuss as a class and/or "extra" activities for those who finish an assignment early.

Prior to introducing these to my classes, we review how to make good eye contact, proper handshakes and how to open/close a conversation. This has gone a long way to making students comfortable performing with/in front of their peers.

**Jennifer Remley, Missouri**

At the end of each unit, a role-play is introduced that supports the information from the unit. Students enjoy connecting what they just learned to a real-world situation. Because they have just learned the concepts presented in the role-play, it gives them confidence in their learning and in their ability to present a role-play.

**Sandra Tucker, Virginia**

For our entry level course, Introduction to Business and Marketing, we have students practice one of DECA's sample role-plays that covers the topic of economics. This compliments our curriculum. Students are put into small groups and brainstorm first how they would respond to the scenario. Then each group member has a chance to be the competitor and judge. We also ask them to come up with more judge questions, based on lessons from the class. This activity is integrated each quarter with a role-play that covers a different topic related to the current course curriculum.

**Jason Uhry, Virginia**

I have taken different case studies and modified them to fit my class discussion. This provides an exercise relative to the topic in class. For example, I teach entrepreneurship, and I have used the entrepreneurship role-plays as case studies in class. As a class, we discuss the case study and listen to everyone's reply, a Socratic seminar approach. I explain to my students after our discussion what they completed was a DECA role-play scenario and how the role-plays work for competitions. In addition, I clarify to students how they answered the case study is how they would approach answering the performance indicators in the role-play to the judge.

**Jessica Wade, Missouri**

At the beginning of the year, I take students through a step-by-step process for completing role-plays. During each unit, I have students prepare and practice role-plays

that go along with the unit (for our personal selling unit, I use a personal selling role-play). I mix it up with team and individual role-plays, as well as event area.

**Kristy White, Wyoming**

Every Friday in marketing and hospitality classes, we do a role-play. At the beginning of the year, I break them down and ask the students to discover who they are and who the judge is in the situation and then where it takes place. I then have them answer the performance indicators. After they get that, we do 10-minute prep and 10-minute share with a partner.

**Sandra Willis, Texas**

We read role-plays that are applicable to what we're studying in class. Students take turns reading a paragraph aloud to the class. We then discuss any terms or ideas that they might not know. They respond to either what is asked for in the scenario or to questions about the scenarios that I give to them. Students turn in their responses for a participation grade, and we discuss everyone's ideas. After a few of these, we incorporate the performance indicators into the discussions and responses.

💡 **TIP** | You can view sample role-play and case study presentations recorded at a past International Career Development Conference at <https://www.deca.org/high-school-programs/competitive-events-sample-videos-hs/>.