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ABSTRACT

The draft materials in this kit were prepared for classroom experimentation employing the role instruction approach to social studies and occupational instruction at elementary and secondary levels. A major aspect of socialization consists of the roles one learns. Role instruction is designed to transmit role information in a deliberate and systematic manner so that each student can: a) become fully aware of the role learning in his daily experiences; b) grasp the implications of different roles for his social and occupational life; and, c) comprehend the impact of role-learning on the development of his own personality. The kit contains cards and booklets (the latter not yet available) that may be used by both students and teachers. Cards include: 1) basic concept cards, explaining the meaning of role, personality, and position; 2) role information cards, describing the various kinds of information units related to each social role; 3) orienting discussions, to introduce the student to real-life manifestations of role behavior, the multiplicity of roles learned by each person, etc.; 4) several role-study exercises; 5) selected role scripts (auto mechanic, mother, world citizen, soldier, and others); and, 6) a guide to evaluation of student attitudes toward specific roles. Finally, ways to apply several of these role exercises to war/peace situations are suggested. (Author/JLB)

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RALPH M. GOLDMAN

"ROLES PEOPLE PLAY" KIT

A Special Note to Users of ROLES PEOPLE PLAY Kit

The materials in this Kit are in draft form only. They were prepared for classroom experimentation employing the role-instruction approach to Social Studies and occupational instruction. We beg your indulgence for any inadequacies that you find, and at the same time we cordially invite your comment and suggestions on any aspect of this approach or its materials. Any criticism -- from poor sentence structure to basic theoretical shortcomings -- will be most welcome. We obviously feel that the role-instruction approach has great teaching potential, but we are the first to recognize how long the leap may be from theory to classroom applications. We solicit your help.

Only a few Role Scripts may now be found in the Kit, as draft models. More are to be produced in the coming year. Meanwhile, may we have a copy of any that you or your classes produce. We particularly find those prepared by students a source of endless fascination, ingenuity, and amusement. (See WAITRESS example at end of Orienting Discussion III.)

The four background booklets noted on the Contents sheet are in author's draft but not yet available for distribution.

Many thanks for your interest and participation.

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ROLES PEOPLE PLAY--A Program of Instruction in Social and Occupational Behavior

Contents

"Role-instruction," as this plan of instruction is called, is a way of teaching Social Studies and occupational information at the elementary and secondary schools. Role-instruction builds upon current knowledge and theories about the role behavior of human beings. A major aspect of each person's socialization consists of the roles--friend, son, daughter, mother, father, student, teacher, liar, ball player, neighbor, etc.--he learns. Most of the information about roles comes to us in a relatively informal way from the many groups to which we belong: family, playmates, school classes, neighbors, church congregations, work groups, etc. Role-instruction, however, is designed to transmit role-information in a deliberate and systematic manner so that each student can (a) become fully aware of the role-learning he experiences in his daily life, (b) grasp the implications of different roles for his social and occupational life, and (c) comprehend the impact of role-learning on the development of his own personality.

This role-instruction kit contains cards and booklets that may be used by both students and teachers. The cards include:

1. Three Basic Concept cards, explaining the meaning of "role," "personality," and "position," which are the fundamental theoretical terms of this approach.
2. Three Role-Information cards, describing the various kinds of information units--role-name, role activities, and penalty expectations--related to each social role.
3. Several Orienting Discussions--designed to introduce the student to the real-life manifestations of role behavior, the multiplicity of roles learned by each person, the relationship of roles to group life, the composition of Role Scripts as employed in role-instruction, and similar topics.
4. Several Role-Study Exercises--instructing the student in a number of classroom activities involving role-instruction; e.g., how to dissect a role, how to act a role, how to prepare a role diary, role-playing in sociodramas, etc.
5. Selected Role Scripts--the names, activities, and penalty expectations, plus other information, about several score social roles chosen from the more than 45,000 in the English language.
6. Guide to Evaluation--describing a test form that will enable teachers and vocational counselors to evaluate student attitudes toward specific roles, both before and after instruction.
7. Supplementary Role-name Rosters--by approximate grade level, additional role-names judged appropriate for elementary and secondary instruction by a team of teachers. These are in addition to the collection of Selected Role Scripts.

Several booklets, providing background for teachers and more advanced students, are also in this kit and include:

1. Contemporary Role Theory
2. The Universe of Roles
3. Role-Structure and Personality
4. Roles in Occupational Development

The idea of role refers to the way a society or one of its groups prescribes how an individual should behave in certain situations. For example, "children should be seen but not heard" is how some groups in society believe children should act in the presence of adults, that is, remain silent. Obviously, not everyone will agree with this prescription for the child role. There can be disagreement about prescribed role behaviors, and this, in fact, is a source of much social conflict. The groups (family, playmates, school, neighbors, work groups, etc.) and particular individuals in these groups (a parent, a team leader, a teacher, etc.) who try to prescribe the behaviors of particular roles are called socializing groups and socializing persons. These socializers often will insist, under threat of punishment, that a person perform a role as they prescribe it.

The general notion of role is taken directly from the theater. In a play each actor portrays a character or role. The performance of the role is prescribed by the script, the instructions given by the director, the related performances of fellow actors, the acting talents of the particular player, and the reactions of the audience. An actor may give a somewhat different performance at different times. Different actors may give different interpretations of the role. Yet, in all instances there are strong similarities in the role performances because of the prescriptions of the script, the director, and so on. Social roles may be seen in this same way. Society's (or a group's) traditions and rules may provide a "script" for particular roles. Society has its "directors" in such persons as a parent, a coach, a teacher, a supervisor, etc. Fellow actors are those who may be part of a social situation; for example, a person may be a child in relation to a parent but a playmate among his peers. Social role performance may vary with individual mood or skill, and it may vary among different persons; but, by and large, it tends to be quite similar in all performances.

The same person may learn and perform many roles (for example, student, consumer, son, baseball fan, citizen, etc.), and these collectively may be called his role-structure or personality (see Basic Concept Card B).

Sometimes the idea of role is confused with position. (See Basic Concept Card C.) A position is a set of activities prescribed by a group or by society: for example, the position of policeman. A community may prescribe what it wants persons in the position of policeman to do, yet have no one in that position. Role, on the other hand, refers to what particular persons know and do with respect to prescribed role behavior. Role is the actual human interpretation of position.

Performance of a role usually requires that an individual have certain information about that role: its name, if any; its prescribed behaviors and activities; the situations or circumstances in which it is thought to be appropriate to perform the role; the penalties that socializers and others may administer for poor role performance. (See Role-Information Units N, I, and P.) Such information may be compiled in Role Scripts, as we call them in this kit.

ROLES PEOPLE PLAY PERSONALITY BASIC CONCEPT CARD B

Psychologists have many definitions and theories about the idea of personality in human individuals. Usually the term "personality" refers to the consistencies in an individual's way of reacting to the world around him, other people, and his self image. Personality is made up of the typical information and attitudes acquired by the individual through learning and which become unique to him. This informational and attitudinal structure, because of its consistency, tends to organize the way the individual sees things and responds to them. These responses are, in psychological theories, at the heart of the individual's characteristic way of adjusting to the environment and himself, that is, the typical patterns of response reveal his personality.

According to role theorists, an individual's "personality" is a psychic structure consisting of numerous roles he has learned and to which he attaches particular importance. Associated with each role is a body of role-information. Thus, John Doe may, during his life-time, have learned and attached importance to such roles as: son, husband, father, student, engineer, taxpayer, citizen, neighbor, churchgoer, gardener, etc. Although he is familiar with many other roles, Doe has been so involved in learning and performing the above set that they now comprise his role-structure, or personality. It has been estimated that most mature adults incorporate from twenty to forty roles into their personalities.

A particularly important feature of the personality has been identified as the self. From infancy most human beings live in and among social groups, and most of their role-information is acquired from the socializing efforts of these groups. Much role-thinking in children is in terms of "types of people" and "kinds of things different people do." In time and child begins to see himself as a thing apart from others and from his immediate environment. As his egocentrism diminishes, the child begins to see himself as a "type of person" and as one who "does certain kinds of things." He acquires a capacity, if maturation proceeds normally, to "stand back" from himself in self-examination, as a differentiated self. He may learn to value himself. His self conception or self-image may begin to function as a core role and stabilizer for his personality.

As the individual grows, his personality becomes a kind of hierarchy of roles, including the self-role, of first, second, and lesser rank importance to him. These ranks may change with different social situations or at different times; for example, being a "sorority sister" may, in different situations and at different times, be more important to the person than being a "daughter." Overall, however, the priorities among roles in the personality tend to be fairly stable over time, changing slowly as new role-information is learned, as new social situations arise, and as exposure to new socializing groups occurs.

In all of this, the place of the self in the role-structure is of fundamental importance. Thus, the child who "hates himself" is obviously not going to be interested in relating that self to many culturally favored activities in the world around him. It is well known that low self-image is related to low levels of information; these are the poor learners in society. The self-confident child is the learner and the beneficiary of continual personality development. One of the elements in building self-confidence is success in learning and performing one or more roles important to the child.

The members of every group or organization are brought together because they share at least one common attitude or purpose about which they attempt to cooperate. The attitude may range from "fear of attack" to "love of flowers." The purpose may vary from "finding food" to "building a community." These attitudes and purposes are usually quite general and often stated in broad language. In order to make it possible to do something immediate and specific about achieving the purpose, these groups and organizations try to divide up the labor of doing so among the members. The general purpose is first broken down into specific tasks. Related tasks are grouped into sets of task expectations called positions; for example, among the positions in a construction organization that builds homes are those of "carpenter," "mason," "plumber," "architect," etc., each with a different set of tasks expected of it for the purpose of building a home.

Positions, then, are the sets of task-expectations that members of a group have after dividing up the labor needed to achieve a purpose. The group's members expect the tasks to be performed by any person holding the position. However, positions may exist with no one available to fill them; a job may go begging. A position, then, is a group's expectations about activities to be performed by anyone assigned to the position, whereas a role is an individual's expectations (based upon his own information and skills) about activities he will perform in filling a position. For example, a group may have a number of specific and general expectations about how a carpenter's job should be performed, but only a skilled carpenter has specific personal expectations about how he himself will perform this role. If the group's task-expectations and the individual's role-performance differ in any significant way, this may lead to trouble; for example, the firing of the individual from his job.

Ordinarily the group tries to assign to each position some member whose background and training have provided him with role-information appropriate to filling the job. A person who has learned how to be a farmer is more likely to be assigned to the duties of a gardener than, say, a trained chef would be. Much role-learning is carried on with a specific position in mind. A medical student, for example, will train for years to perform in the position of physician. As soon as he learns the physician role to the satisfaction of his teachers at medical school, he may establish himself formally in the position of physician.

Positions usually have names. The more formal an organization, the more specific are the names of its positions. Often position names are the same as role names. If we were to list the activities expected of each, the role activity list would probably be the same as the position activity list. As a consequence, role and position are terms that are often used interchangeably. This will also tend to happen in role-instruction. The student and the teacher need not be too concerned with some of the confusions that may arise as a consequence, except to recognize the source of confusion. For example, a set of tasks or activities are more easily described (as a position) than performed (as a role). A position may be vacant of persons but a role cannot exist except in a person. These and similar observations will help the student keep in mind the distinctions between position and role.

ROLES PEOPLE PLAY

ROLES ARE A PART OF HUMAN BEHAVIOR

ORIENTING DISCUSSION I

Have you ever behaved like a friend to someone? Probably. How does a friend behave -- specifically? Is this the only way you know how to behave, or are you other things, such as a child in your family, a musician in your school orchestra, a typist when doing your homework, a neighbor to the families on your block, etc.? Friend, child, musician, typist, and neighbor are a few of the 45,000 social roles for which there are names in the English language.

Each role has its own name, a set of activities usually associated with it, and a number of penalties that a poor performer may expect from some disappointed audience. As you can tell from the above list, each of us can learn many roles, although it is not possible to perform more than one at any particular time. In some situations it is difficult to decide which of several possible roles one should perform: should you be a good student and stay at your homework or should you be a good neighbor and join the ball game outside?

Ask yourself: "Who am I?" List your answers as the names of different roles performed by you in your daily life: student; son (or daughter); brother (or sister); cousin; and so on. Discuss your list with one or two of your fellow-students or in general class discussion. Keep adding to your personal list as these discussions remind you of roles that you perform. Who you are is largely determined by your role-structure, that is, the collection of roles you have learned (usually from particular persons or groups that we call socializers) and perform fairly regularly in your normal daily life. Your role list will give you some idea how complex a personality, or role-structure, you have.

Try performing two roles at the same time. It doesn't work.

Think of a few situations, like student versus neighbor in the example above, in which you have to choose between two or more roles. Discuss with your fellow-students some of the things you think of as you try to make a choice.

Read Basic Concept Card A on Role for further details on the meaning of this word as it is applied to the behavior of people.

Role-information is learned from groups to which we belong or groups that are trying to socialize us whether we belong to them or not. Usually a group teaches us role-information through some particular person: the family through one or both parents; the church through a minister; a ball team through its coach; a school through its teachers, and so on. These groups and persons may be called socializers.

List as many groups as you can that you think are trying to socialize you. Through what kind of person does each group usually give you these instructions? Discuss your list with others in the class.

Each group is a collection of positions whose task-expectations it tries to teach as role-information. In school, for example, you soon learn that the school as an organized group is made up of people performing the following (and other) roles: principal; teacher; office secretary; student; caretaker; librarian, and so on. Much of the role-information for these school roles is taught in groups other than the school: the principal and the teachers learn their role activities from colleges of education usually; the librarian from a library school; the caretaker from apprenticeship on the job or in some other organization, etc. The role of student is probably the only one taught as such in the school (although there is always a great deal of on-the-job role-learning going on in the minds of persons in other roles).

In complicated societies like the American there are many, many specific groups, numbering in the millions if we cound each family, neighborhood, school, corporation, and so on as a specific group. Social scientists have classified these into general types of groups. A few types, each with common characteristics and with strong similarities in the content of the role-information they teach, are as follows:

Age groups (infants, children, teen-agers, elderly, etc.)
Educational (classes, seminars, high school, college, etc.)
Ethnic (Caucasian, Negro, Indian, etc.)
Faith (Catholics, Protestants, Moslems, etc.)
Friendship (fraternities, social clubs, etc.)
Kinship (family, clan, etc.)
Locality (neighborhood, community, nationality, etc.)
Occupational (carpenters, doctors, businessmen, artists, etc.)
Political (citizens, Democrats, Republicans, radicals, etc.)
Sex (men, women, transvestites, etc.)

This is but a short list of general types. In different communities and different societies the socializing role-information communicated by each type is often also different. A teacher in Cambodia performs this role differently than a teacher in England, for example. On the other hand, some roles, because they are special to our modern age, are very much the same everywhere: the astronomer role, for example, is about the same everywhere in the world. In other words, the details of role-information from a socializing person or group varies from specific group to specific group, from one general type to another, and from culture to culture. Role-information may be the same in only the broadest sense. While we often may write a Role Script for a particular social role, we must always be ready to discover that the details vary in specific instances. And if we keep in mind that roles are learned from groups, we can more easily discover any differences between (a) what a group has tried to teach as proper role behavior, and (b) how particular individuals interpret and perform that role behavior.

Role Scripts are simply a classroom way of describing what we know in general about a particular role: its name, its activities, its associated penalties, its distinctive dress or equipment, and so on. Examples of Role Scripts will be found in this kit. Others may be prepared by the teacher or by students in the class working individually or as teams. Role Scripts are intended to help us summarize what we know, debate about differences in role-information, make comparisons among roles, and otherwise analyze knowledge about role behavior. Role Scripts are not the last word, however, on how persons should act in particular role performances. Role Scripts can never be totally correct or totally completed.

There are several standard parts to a Role Script as used in this kit. For more detailed discussion of some of these parts, see Role-Information Cards N, I, and P.

1. Role-name. This is the word -- father, engineer, niece, etc. -- that is used to refer to a particular role. Often role-names have many synonyms, slang names (for example, dad for father), and closely related names. These are helpful to know along with the role-name itself. It is also sometimes useful to mention other roles that are connected in a regular way with the original role-name, for example, doctor-patient, teacher-student, sinner-saint, cops-robbers, and so on.

2. Role Activities. What does a person in this role usually do that is special to the role? How does he behave? This information may be listed as short phrases, for example, for the mother role: gives birth to a child or children; protects and cares for a child or children. Sometimes it is useful to mention the goal or purpose for which the activity is carried on, for example, "tries to maintain order in a meeting" (for sergeant-at-arms).

3. Penalty Expectations. If a person does not perform a role well or at all, what may an interested group or person do to punish him? This information may consist of a list of words or phrases describing different punishment measures that such a group could, and typically does take? Be sure that the penalty is typical of or peculiar to the role. For example, a teacher who is also an employee (two different roles), may be "fired from his job" as an employee, but this may not prevent him from performing his role as teacher. What penalizes a teacher may be the total absence of students or students who fail to learn. This section of the Role Script should also include the name of the prospective punisher, for example, the school may punish a student, the family may punish a sister, etc.

4. Visual Cues. Does the role have a typical way of dressing, a common piece of equipment, a typical gesture, a familiar surrounding (such as a laboratory), or some other visible feature that helps identify it? Badges, uniforms, and movements such as salutes are among the visual cues related to roles.

5. Special Remarks. If there is something special to be noted about how a role-name is used or how it is performed, this should be included in a Role Script as a special remark.

The following is a Role Script composed by a team of Seventh Graders for the role of WAITRESS:

1. Other names -- Hey, you. Snap of the fingers. Miss. Sweetie. Hey, Honey.

2. Role Activities -- Waits on people. Takes orders. Cooks. Takes tips. Serves food. Cleans off tables. Gets paid. Picks up money for payment on foods. Fills salt and pepper shakers. Brings mustard, catsup, salt, pepper, drinks, etc. She may not have a top or bottom on.

3. Penalty Expectations -- Get fired. Is not respected. May become poor. May not be able to pay bill or taxes and end up in jail. May not be able to pay rent. Won't be recommended for other jobs. May get a cut in pay.

4. Visual Cues -- Polite (sometimes). Neatly dressed. Clean. Wears a uniform. Carries a menu or small notebook and pencil. Sometimes wears a little cap with the restaurant's colors or sign.

5. Special Remarks -- Good sense of balance. Good looks. Good coordination. Good manners.

Each teacher will undoubtedly wish to design his or her own role-instruction lesson plan. The following is a suggested plan that the teacher may wish to employ.

1. Administer Role Test before beginning role-instruction.

2. Introductory explanation of role concept, based on Orienting Discussion I. (Prepare by reading Basic Concept Cards and Role-Information Cards.) This will include "Who am I?" analysis.

3. How personality may be a role-structure. (Prepare by reading Basic Concept Card B.) Illustrate from personal listing of "Who am I?" Illustrate further by discussing probable role-structure of some famous personage or a character in a play.

4. The difference between role and position, based on Orienting Discussion II and Basic Concept Card C. Emphasize the group basis of positions and the personal basis of roles.

5. Conduct Dissecting a Role (Exercise 1). Introduce Role Script procedure, as described in Orienting Discussion III.

6. Conduct Acting a Role (Exercise 2), using Role Scripts produced in Exercise 1 or from other source.

7. Conduct Role Expectations of Others (Exercise 3), including Expectation Analyses.

8. Conduct the Many-Roled Person (Exercise 5), particularly to introduce role-structure and decision-making problems.

9. Conduct Groups-and-Roles (Exercise 6) to open up issues of the social context of role behavior.

10. Introduce other Role-Study Exercises as these may be pertinent to the subject-matter of instruction (literature, drama, economics, civics, etc.).

11. Administer Role Test after role-instruction is completed.

What is the student's attitude, if any, toward a particular role before he becomes involved in role-instruction? What is his attitude toward the same role after instruction? Is there any change between the two? In what direction, pro or con? To what degree? The role test described below provides data for the answers to such questions. This test may be prepared, reproduced, administered, and evaluated by the teacher or counselor with very little effort. The scale used in Question 2 is called a "semantic differential" scale.

The basic layout of the questionnaire is as follows:

* * * *

Your name: _____ Grade: _____

School: _____ Age: _____

This Date: _____

YOUR OPINION ABOUT KINDS OF PEOPLE

Many words refer to types of people; for example, cowboy, engineer, father, policeman, and so on. We would like to know what kinds of persons you know about and what you usually think of them.

TEACHER

1. Have you ever heard about this kind of person?

Often ____ Sometimes ____ Never ____

2. When you think of this kind of person, would you think of this person as wise or foolish, good or bad? How much

	Very much	Some	A Little	Neither	A Little	Some	Very much	
WISE	____	____	____	____	____	____	____	FOOLISH
BAD	____	____	____	____	____	____	____	GOOD

3. Which of the following do you feel applies to you?

I would like to be one. ____
I would not like to be one. ____

* * * *

This same layout may be used for as many role-names as the teacher wishes to test. Simply substitute other role-names for TEACHER in the questionnaire form. Usually two role-names may be tested on the same sheet of paper. Students should be assured that this questionnaire will not be graded.

Role Test -- two

Administer the role test before orientation or instruction about roles is begun. Then administer the same test after all role-instruction activity has ended, usually at the end of the term or school year. If permanent files are to be maintained, keep each student's pair of responses (before and after role-instruction) together or consolidate results of both in the left margin of the after questionnaire as suggested below.

Score the first question as follows: 2 for "often"; "1" for "sometimes"; "0" for "never." This question roughly measures the student's general recognition of the role-name. Its score should correlate with Question 2 results in that the student who has never heard about a role-name is likely to score neither or a little on Question 2 scales whereas the student who has heard of the role-name often will tend to have a more valid opinion of it at whatever point he scores the scales from wise to foolish or from bad to good. Simple subtraction will compute the relationship between before and after scores. For example, if the score is "sometimes" on the after test and "never" on the before test, the resulting computation would be 1 minus 0, that is, a positive shift of 1 in recognition capacity. Presumably role-instruction on particular roles should improve the capacity of students to recognize these role-names, and this question tests this assumption.

Scoring of the second question is slightly more complicated. The numbers in parenthesis below represent the score value of student response check-marks in the space indicated.

	Very much	Some	A little	Neither	A little	Some	Very much	
WISE	(7)	(6)	(5)	(4)	(3)	(2)	(1)	FOOLISH
BAD	(1)	(2)	(3)	(4)	(5)	(6)	(7)	GOOD

Add the two scores. Thus, the range of scores can go from 7 for "very much" WISE plus 7 for "very much" GOOD -- totaling 14 -- to 1 for "very much" FOOLISH plus 1 for "very much" BAD -- totaling 2. The closer the student's score is to 14, the more favorable is his attitude toward the particular role. The closer the score is to 2, the more unfavorable is his attitude. The closer to 8, the more neutral his attitude.

Since both scales (WISE - FOOLISH, BAD-GOOD) measure the same type of pro-or-con attitude, the student's score on each should be approximately the same; that is, the number of the space checked should be about the same on both lines. If a student thinks a role-name is very foolish (score of 1) and very good (score of 7), it is likely that he has not understood the question.

In computing the relationship between the before-and-after responses on this question, simply subtract the before score from the after score. If the result is zero, then no change in attitude toward the role has occurred. If the subtraction produces a positive number, the higher this number, the greater the shift in attitude in a favorable direction toward the role. If the subtraction produces a negative number, then the larger the negative number, the greater the shift of attitude in an unfavorable direction.

Question 3 forces the student into a dichotomous choice (like-not like) and merely confirms what is reported in the second question. If a student scores from 9 to 14 on Question 2, he will probably mark "like." If he scores from 2 to 7, he will probably mark "not like." Question 3 may be scored 1 for "like" and "0" for "not like." Shifts, if any, may be computed by subtracting the before score from the after.

If each student's sets of scores are summarized in the left margin of the after questionnaire, this should be done next to each question and should look something as follows:

Question	Aft.	- Bef.	= Shift
#1	2	0	2
#2	11	7	4
#3	1	0	1

For teachers and counselors handling large numbers of students, record-keeping and computation on electronic computer will be convenient.

The role test is an adaptation of a research test called the "semantic differential." It is designed to measure the "meaningfulness" of a term for the individual scoring the scales. The theory underlying this measure starts with the observation that words come to stand for the things with which they were originally associated in the experience of a person. In this way, the words acquire "meaning," that is, the capacity to trigger part or all of the behavior patterns triggered by the original thing. The word "spoon," for example, represents an eating tool commonly used. Early in life most of us learn behaviors traditionally associated with this eating tool: holding it with certain fingers, keeping the spoon's bowl faced up to avoid spilling, etc. In time the term "spoon" becomes so "meaningful" that we understand immediately if we read that someone "dropped his spoon when he heard the bad news." We do not need to see a real spoon drop to imagine how a person, shocked by bad news, might let his eating utensil drop from his fingers. The term "spoon," in this instance, has become what is technically called "a representational mediating sign." The semantic differential measures how much "meaning" a person attaches to the word being tested.

This measurement is accomplished by placing a seven-interval scale between two opposite or polar adjectives, such as hot-cold, good-bad, etc. The individual is asked to check what degree of one or the other of these adjectives he would associate with a particular word such as "teacher" in our illustration above. The closer he comes to the polar extremes of "very much," the more "meaningful" the word must be to him. "Neither" signifies a "meaningless" word for this person.

Several types of scales may be used in a semantic differential test. In this role test we employ only the evaluative, which measures mainly favorable or unfavorable attitudes toward the role-name. The object of the test is to discover and keep record of changes in student attitudes toward roles. Teachers need this information to evaluate the effectiveness of role-instruction. Counselors may find the test useful in discovering occupational, social, and other interests of the student. The school psychologist, if trained in interpreting the semantic differential, may use the test data for diagnosing learning or other psychological problems.

ROLE-NAMES

ROLE-INFORMATION CARD N
(Nominative Information)

A role usually has a name. When Person A says the word "doctor" to Person B, he is using a word as a pointer in order to call B's attention to something (a doctor). If Person B knows the role-name "doctor" and the things to which this word usually refers, B is quickly able to grasp what A is talking about. The word "doctor," like all other names invented by human beings, helps differentiate between one thing (doctor) and all other things (non-doctor things). In primitive as well as modern societies, the naming of things is the earliest kind of language used, usually aided by a pointing of the finger to the object named. Names help people see (perception), communicate, and share experiences.

Socializing persons and groups usually use role-names as cues to help us distinguish between different sets of activity and behavior. When we hear such role-names as "doctor," "mother," "teacher," "engineer," "friend," etc., we have been given a basic unit of information about different social roles in our society. These units of information are likely to bring to mind whatever it is that we know about each of the roles named: doctor - cures illness; mother - protects children; teacher - transmits knowledge; and so on. The behaviors ordinarily associated with each of these roles could, of course, be carried on without having a role-name. For example, the "buying and selling of goods" is an activity that can be carried on and described without using such role-names as "merchant," "consumer," "trader," etc. The use of a role-name, however, helps us see and comment on the human beings involved in performing these activities. For this reason role-names, like other language we learn, helps us think and communicate about parts of our environment and our experience. The more role-names a person knows, the greater is his awareness of the range of human behavior and the complexity of the structure of a society. There are more than 45,000 words in Webster's Third International Dictionary of the English Language that may be classified as role-names.

Each role includes a set of behaviors or activities. There may easily be differences of opinion about which activities should be included or excluded from the set, but usually there is much agreement about most of the activities. For example, notice how easy it is to give a correct role-name to each of the following descriptions of role activities:

Buys and sells goods
Rears children
Casts vote in elections
Tills soil to produce edible goods
Argues cases in courts

We are obviously referring to such roles as merchant, mother, voter, farmer, and lawyer, in the order given in the above list.

Of course, each of these roles usually has other activities associated with it. For many social roles it is fairly easy to connect the description of a human activity with a role-name. We should also notice how few words are needed in the phrase describing the role activity. Thus, many job descriptions of occupational roles require no more than a short paragraph. On the other hand, it is simple to state "argues cases in courts" as a role activity of a lawyer, but we all know how many years of training a lawyer needs in order to be able to perform this activity well.

Role activities may be described in the same language as the task-expectations of positions. "Argues cases in courts," for example, may be either a description of a lawyer's activities as he performs the lawyer role or the statement of a task-expectation universally held for the position of lawyer. In either case the activity described is presumably aimed at accomplishing some group purpose, in this case, the administration of justice for a political community.

In prescribing role activities socializers frequently employ ambiguous, incomplete, or controversial activity descriptions. What are the activities of a "citizen," for example? This question has been debated since ancient times. Should a citizen pay taxes, obey all the laws, render military service whenever called upon to do so by his government, vote in all elections, etc. Obviously the appropriateness of some of these "citizen" role activities can be debated for a long time. We need to recognize that there is not always complete agreement about the role activities performed by particular roles. The student of roles should try to know as many role activities as possible associated with a particular role rather than decide which activities are the most "correct" ones. The more complete a listing of role activities for any particular role, the easier it is to understand the reasons for disagreement about which activities are considered "correct."

What happens to the person who performs a particular role poorly or in a way that prevents his group from achieving its purpose? In the theater a poor actor is likely to be booed by the audience, fired by his acting company, or lose his reputation among his professional colleagues. In a manufacturing company a poor sales executive is likely to be demoted, fired, or have his salary reduced. In short, most roles have a distinct set of punishments associated with them. Most socializing persons or groups communicate their punishment capabilities during the transmission of role-information about particular roles. This information specifies the kinds of penalties a role-player may expect from the socializer or some other source for inadequate or incorrect role performances.

The penalty expectations associated with particular roles are often overlooked as an aspect of the role-life of the individual. Yet, in the performance of most roles there is a readily available set of penalty expectations. The personality, or role-structure, of many individuals could probably be better understood if we could obtain more information from them about the penalty expectations they associate with some of the roles important to themselves. A poor student, for example, is hardly likely to put much weight on flunking out of school as a penalty expectation if he hates going to school in the first instance. If flunking out upsets his father and if he is particularly hostile to his father, this student may even consider poor performance in this role as a positively useful activity for upsetting his father. On the other hand, if he had the expectation that he might lose the attentions of his best girl-friend were he to flunk out, this penalty expectation -- while not a standard one for all students -- might be the significant one in this particular case.

In addition to the substance of a penalty expectation, it is also important to identify the group, person, or other source most likely to try to administer a penalty for poor or incorrect performance. Sinners, for example, expect punishment not so much from their church as from some other-worldly judge, although it is the church that socializes them to this penalty expectation.

Once you begin thinking about penalties there seems to be an endless roster of them. It is helpful to try to reduce these to a few general types. One type of penalty <u>isolates</u> the individual: imprisonment, snub, etc. Another <u>expels</u> him from a group of one kind or another: excommunication, dismissal, killing (which, in a real sense, expels him from among the living), etc. A third type attempts to <u>lower his self-image</u>: insult, renunciation, humiliation, etc. A fourth <u>denies or withdraws some resource</u>: fines of money, withholding of equipment, etc. A fifth type of penalty causes <u>sensory discomfort</u>: torture, whipping, etc. As the student tries to identify the penalty expectations associated with particular roles, he may find this typology a useful aid.

REBEL

Grade 5 suggested

See also: Revolutionary; Enemy

Role Activities:

Opposes those in authority in groups and governments.
Fights, often violently, for separation from groups and governments.

Penalty Expectations:

Death
Incarceration
Exile

Visual Cues:

Often adopts some style of dress (cap, colorful jacket, etc.) or personal appearance (beard, special hair arrangement) to be easily recognized.

Special Remarks:

Sometimes refers to persons in the Southeastern United States, which fought a civil war against the United States.

Other References:

(May include references to writings of famous leaders of rebellions.)

AUTO MECHANIC

Grade 2 suggested

See also: Mechanic; Body Repairman

Role Activities:

Repairs and works over autos, buses, trucks, and similar automotive vehicles.

After examining vehicle, discusses its needs with customer or employer.

Takes apart, disconnects, removes, repairs, and replaces the mechanical parts, such as engine, transmission, generators, pumps, starters, gears, etc.

Rebuilds such parts as crankshafts and cylinder blocks, using lathes, shapers, drill presses, and welding equipment.

Corrects adjustments of parts such as brakes, front end, radiator, shock absorbers, etc.

Mends body damage, dents, and broken parts, including accessory equipment such as radios, heater, and mirrors.

Penalty Expectations:

Loss of customer requests for services.

Demotion or transfer to less skilled work.

Loss of reputation and employment prospects; loss of employment.

Reprimand by customer or supervisor.

Visual Cues:

Wears overalls. Usually has greasy hands. Usually working in automotive shop, surrounded by large variety of tools.

Special Remarks: None.

Other References:

DICTIONARY OF OCCUPATIONAL TITLES.

MOTHER Kindergarten suggested

See also: Mom; Mommy; Ma; Mamma; Mammy

Role Activities:

Gives birth to a child or children.
Protects and cares for a child or children.

Penalty Expectations:

Disdain of other mothers or members of own family.
Rejection by the child or children.
Incarceration for illegal neglect; removal of child from jurisdiction and care.
Sense of guilt.

Visual Cues:

Female adult or adolescent, usually in domestic attire.

Special Remarks:

Projective. Seen in many other roles, such as housekeeper, shopper, wife, etc. Usually the first, most important human being in a child's life. Highly regarded in American society. Sometimes the name of an official of Catholic Church ("Mother Superior").

Other References:

[Literary references to motherhood may be added here.]

WORLD CITIZEN

See also: humanitarian; internationalist

Role Activities:.

Views self as inhabiting a world community (although the actual existence of such a community may be a debatable question).
Expresses allegiance to a world government and anticipates freedoms and privileges under such a government.
Engages in civic activities as though a world government were in existence.

Penalty Expectations:

Failure to receive rights and immunities (in the absence of a world government competent to provide these).
Legal and social penalties for neglect or infraction of obligations to a national government.
Frustration arising from the slow development of a world community.
Ostracization by nationalistic friends.

Visual Cues:

May display United Nations symbol or other international insignia.

Special Remarks:

Role-name often refers to individuals whose fame or interests extend beyond national or regional boundaries, that is, are "worldly" in scope.
Represents an ideological and quasi-legal attitude toward the expectation that a formal world government shall eventually prevail in the affairs of mankind.
Often thought to be a dreamy and unrealistic person.

FOREIGN SERVICE OFFICER

See also: foreign agent; civil servant; ambassador

Role Activities:

Help plan a nation's foreign policy and direct its day-to-day workings.
Maintain liaison with other agencies in his own government and representatives of other nations stationed in his own country.
Engage in diplomatic negotiations at home or abroad on transactions or problems of mutual interest with other nations.
Gather information about public and other affairs in other nations and analyze this information.
Render administrative services to nationals abroad, such as passport issuance, birth registration, protection of personal safety or rights, etc.

Penalty Expectations:

Expulsion or threat by host country.
Demotion or unpleasant assignment by Foreign Service.
Difficulty or danger for own country or its citizens.
Expulsion from Foreign Service.

Visual Cues:

Usually conservatively dressed while on office duty, but wears a variety of informal clothing during non-office work.

Special Remarks:

Usually a civil servant with specialized training. Often works long and irregular hours, depending upon international crises or other special political conditions.
Is expected to have great personal integrity, a capacity to deal with persons of different races, cultures, religions, and ideologies, flexibility in responding to crisis.

SOLDIER

See also: combatant; fighter; warrior; veteran; military man; troops; regular; private; doughboy; cannon fodder.

Role Activities:

Participates in the military activities of an armed force. Fights with weapons against a designated enemy. Adheres to the discipline and commands of military officers. Usually trained to risk life and limb for country.

Penalty Expectations:

Death, injury, or imprisonment at the hands of an enemy. Death or injury during unsuccessful training exercises. Punishment by courts-martial for breaches of military law. Rejection by fellow-soldiers. Censure or unpleasant assignment by superior officers.

Visual Cues:

Wears special military uniforms with insignia of rank and military organization affiliation. May be seen with specialized military equipment that he has been trained to use.

Special Remarks:

"Soldier" is often used to describe a person who belongs to no military group but who is particularly loyal to the group to which he does belong: "a good soldier." Dedicated and steadfast person. Also a particularly courageous or gallant person.

The object of this exercise is to familiarize students with the elements for analyzing (breaking down) a particular role and with some of the difficulties in completing such an analysis. In effect, the exercise requires teams of students to compose a Role Script for some role that interests them.

Organize the class into teams of four to six students each. Teams may be chosen by chance (drawing lots) or on the basis of common interest in a particular role.

Each team will choose a role to dissect. The role may reflect the out-of-school interests of the students or some role found in a literary or historical work being studied by the class. Any role should be admissible for dissection if it truly reflects student interest, including slang and sub-culture roles. Each team will report its choice to the teacher before proceeding in order to prevent any misinterpretation in the selection process.

Each team should appoint a secretary to keep notes on results and problems, for later class discussion. The names of team members should also be kept for inclusion in the final report.

In its discussions the team will apply the elements of a Role Script as its guide. What other role-names does this role have? What does a person in this role usually do? In what group is the role found? What happens to a person who performs the role poorly or incorrectly? What goals may be accomplished if he performs it well? Does the person in this role usually have a distinctive appearance, manner of acting, or kind of equipment? (The teacher may wish to put these questions on the blackboard or distribute duplicated copies as work-sheets.)

The team discussions may last from 15 to 30 minutes, at the conclusion of which each team is to make an oral report of its findings and problems. The report may be given by a single spokesman or by various members of the team. The class may then comment critically on the Role Script findings as well as on the problems encountered by the team.

From notes taken during the oral presentations, the teacher may wish to comment on the content and organization of the reports, perhaps using them as illustrations of the theoretical points in the Basic Concepts cards and the Role-Information Cards of this kit.

Role-information and Role Scripts are words describing human behavior and activity. "Acting a Role," therefore, is intended to give the students an appreciation of the behaviors that are actually related to roles. The relationship of the idea of role to drama and theatre may be helpful in accomplishing this.

The teacher and the class first identify particular roles to be performed. Each may be a role dissected in Exercise 1, a role appearing in a play or novel, or a role of particular interest to the class at the time of this exercise. Whatever the source of ideas for roles to be performed, each role should be dissected, as in Exercise 1, before proceeding to this acting exercise. Role dissection is primarily an intellectual and verbal exercise and provides good analytical preparation for this performing exercise.

The class as a whole or teams within it will next spend 15 to 30 minutes developing a general plot or "story line" for an extemporaneous skit. The various preferences of roles and plots will be discussed by the class. A final choice should be made on the basis of explicit criteria adopted by the class; for example, interest in a social problem or issue; interest in the behaviors of particular groups in society or particular life styles; interest in certain kinds of social roles; or some other defined interest of the class. If the class is working in teams, perhaps more than one skit can be performed, that is, each team developing its own plot, roles, and assignment of performers. Each plot should be summarized in a short paragraph and the roles identified.

The skit may be performed ex tempore or after some scenario-writing, depending upon the nature of the instruction (drama and literature would have special concern for writing and acting skills). Having dissected each of the roles, prepared Role Scripts, and discussed the plot, each set of performers should now try to portray the essential characteristics of each of the roles. The object of the performance is to demonstrate how roles studied in isolation from each other or in theory may come to life in a social situation such as the one taking place in the skit. The students in the audience should make notes on whether or not particular performers succeed.

Audience comment at the end of the skit should lead to discussion about (a) the difference between acting a familiar role unself-consciously and acting an unfamiliar role self-consciously and perhaps awkwardly, (b) the different degrees of agreement about the adequacy of a role performance, and (c) the relationships between specific roles under different circumstances.

ROLES PEOPLE PLAY ROLE EXPECTATIONS OF OTHERS ROLE-STUDY EXERCISE 3

The principal point to be demonstrated in this exercise is that other human beings have an interest in and expectations about the way a person performs roles. These "others" are usually leaders or members of some group with a particular interest in the role. These "others" are often, but not always, the socializers who transmit role information. They are also usually in possession of resources for imposing penalties if, in their opinion, role performance is inadequate or incorrect.

In Role-Study Exercise 1 the student was shown how to generalize in language about roles and role-information. In Exercise 2 he related conceptions of roles with actual behavior. This third exercise indicates that there may be social reactions and consequences of role performance, including personal consequences for the role performer.

On an unsigned sheet of paper (to preserve anonymity) each student is to list three activities in which he may engage in his daily life and which would carry risk of disapproval and penalty by others. Next to each activity the student should also note (1) what the probable penalty would be and (2) by whom imposed. The teacher may list some example, such as the following, on the blackboard:

Steal cookies from the cookie jar. Slap in the face by mother.

Collect papers and redistribute to other students in the class. Each student will now sign the list he has received and perform an Expectations Analysis for each of the three statements. The questions to be asked of each listed activity are: (1) What is the name of the role that is usually related to this particular activity? (2) For what group is the role performance important? (3) What is the relationship between the role performer and the group? (4) What is the particular behavior that is considered "bad" for the group and its purposes? (5) Why would the role performer think he could "get away with" such behavior? (In the cookie jar example, acceptable responses would probably include the following: (1) Son. (2) Family. (3) Mother as a parent in the family. (4) Creates unfair distribution of cookies among members of the family who usually try to share things evenly. (5) Son thought mother would be flattered about her fine cookie baking rather than outraged.)

The Expectation Analyses should now be turned in to the teacher who should select a sample of four or five for class discussion and criticism. The discussion should focus on such matters as (a) accurate understanding of the requirements of the exercise, (b) the importance of role performer awareness of the expectations of others, (c) care in the role performer's knowledge and analysis of the penalty expectations associated with a role, and (d) how important particular penalties are or are not to the role performer, especially in situations where there is a conflict of roles (see Exercise 10).

ROLE BEE

Like the popular spelling bee, the Role Bee aims to instruct as it reviews materials covered, and it does so in the format of a competitive game. Additionally, the Role Bee introduces and encourages the use of the Prepared Role Scripts of this kit. A Role Bee at the beginning of a school year may be based mainly on Role Scripts for lower grade levels. A Role Bee later in the school year may include role-names covered in the current curriculum.

The teacher selects from the collection of Role Scripts those cards to be used in the Bee. Each pupil in order has an opportunity to respond to the information provided by the teacher. The Bee may proceed in one of several ways.

1. If the teacher announces the role-name on the card, the pupil whose turn it is must correctly state a typical instrumental activity or penalty expectation of that role.

2. If the teacher announces a typical instrumental activity, the pupil must furnish the role-name.

3. If the teacher announces a typical penalty expectation associated with the role, the pupil must give the role-name.

However, only one kind of response should be required during any one round of the Bee, that is, until all the Role Script cards selected for the Bee are used. Then the response requirement may be changed, and the same cards used to continue the Bee.

The questions of the Bee should be in non-technical language. "What does a [role-name] do?" "How may a [role-name] be punished?" "What kind of person does [instrumental activity description]?" "What kind of person is usually punished by [penalty information]?"

Pupils who fail to respond correctly drop out of the Bee. "Correctness" of response should be judged by the teacher and possibly one pupil judge elected for the purpose. A class prize may be offered the winner. The winner and two or three runners-up may be required to entertain the class with an extemporaneous skit based upon the roles that caused them to drop out (or, in the case of the winner, to win).

The collection of Role Scripts should always be available in the classroom for students wishing to "bone up" for the Bee, and they should be encouraged to do so.

Children tend to see other persons in single, particular roles. For example, very young pupils are often intrigued by evidence that "teacher" is not only a teacher but also a wife, mother, musician, ex-waitress, and so forth. In the novel To Kill a Mockingbird, by Harper Lee, the father is seen by his children as solely an unexciting, aging "father," that is, until he demonstrates remarkable skill as a marksman. Whether the pupil is a First Grader learning about the grocer or the doctor or an Eighth Grader analyzing a biography of Abraham Lincoln or Jefferson Davis, a capacity to recognize and evaluate the multi-roled structure of the personalities of others is a significant Social Studies skill.

The Many-Roled Person exercise should take some of the following factors into consideration:

a. The person to be observed, analyzed, and discussed should be a particular individual rather than a general type of person, that is, a particular grocer in the child's neighborhood rather than grocers in general, a particular President rather than American presidents in general. While children are invariably analyzing other human beings in a covert or subconscious way, the experience of openly, deliberately, and systematically doing so is likely to provide a major new insight into the possibility and legitimacy of this analytical activity.

b. The exercise should require an inventory of the person's dominant and secondary roles at the time of observation. Three purposes are served by this requirement. First, it becomes evident that the role-structure and personality of individuals may develop and change with time. Second, each person is seen as a composite of many roles. Third, all roles are shown to not carry the same importance for the person. The inventory information should be supported by concrete evidence. For example, a lower grade pupil basing his report on an interview with the local grocer should note comments made by the grocer indicating role priorities. A more advanced pupil working from biographies or other published sources should be expected to quote specific language and cite page sources. Thus, in addition to skill in observing the personalities of others, the pupil may also acquire from this exercise some insight into the nature of social science investigation.

c. Have the pupil report or speculate about the behavioral consequences of this person's role-structure at some specific point in the person's life. What difference in his behavior does it make if the grocer sees himself more as a golfer than a grocer or a husband? Was it significant in his behavior that Robert E. Lee saw himself as an American and a professional soldier as well as a Southerner? This type of evaluation is preparatory for more difficult ones in the Role Conflict exercise (Exercise 10).

For purposes of career and occupational discussion, this Many-Roled Person exercise could be called "Jack-of-All-Trades." Jack-of-All-Trades should focus primarily on occupational roles and may be employed to introduce the student to several types of occupational situations: (a) the poor person who holds two or more jobs to "make ends meet"; (b) the professional person who engages in several related types of work, e.g., the lawyer-politician; (c) the person whose avocation is as important as his vocation; (d) the student who works at one occupation while training himself for another; and (e) the creative person who puts together the skills of several occupations in order to create a unique occupation for himself.

Social roles are a product of group life. Because types of roles are related to types of groups in every society, role-instruction offers a strategic way of introducing students to the group components of a society. The principal objectives of the Groups-and-Roles exercise are twofold: (a) to indicate how different roles link particular individuals to different groups in society, and (b) to emphasize the importance of groups for an individual's learning and performing of particular roles.

The teacher may suggest that the student build from the information gathered in the Many-Roled Person exercise by having him connect each of that person's roles to a specific group. If the grocer is also a golfer, husband, and citizen, for example, to what group does each of these roles tie him? As a grocer, does he belong to a merchants' or grocers' association? What is this merchants' or grocers' association like? As a golfer, does he belong to a golf club or athletic club? As a husband, what kind of family does he have? As a citizen, what are his involvements in civic organizations, political parties, etc.?

For the study of some historical personages this kind of inquiry may take on the excitement of detective work. Professional biographers often may miss some vital group relationship influencing the behavior of their subject. The prospect that the student may evaluate a personality differently from a biographer may lend special titillation to the exercise.

The student should also gather information about the Group-and-Role relationship as a two-way interaction. In what specific ways did the group try to influence the person's performance of the role? In what specific ways did the role performer respond to the group's efforts? Were there conflicting conceptions of role behavior between the person and the group?

Another Groups-and-Roles exercise may be based upon a listing of a number, if not all, of the positions associated with a particular type of group. For example, the family, as a type of social group in our culture, includes such positions as parent, father, mother, son, daughter, sister, brother, sibling, husband, wife, spouse, and others. The school has its principal, teacher, custodian, pupils, etc. The same approach may, of course, be tailored for groups as complex as political parties. The emphasis here is the anatomy of group structure and its consequences for personal role behavior. How is the group a system of positions? What are the common activities of all the positions? What are the main differences among resulting role activities? What are the special relationships between different sub-sets of roles? Analyses may include organizational or web charts.

For instruction in career and occupational development Groups-and-Roles may be converted to an exercise in "Industries-and-Jobs" aimed at heightening the student's awareness of occupational roles in their industrial or organizational settings.

Role-Study Exercise 6 -- two

This exercise permits the teacher to conduct an inventory of roles related to a particular industry. If, for example, the Social Studies curriculum calls for a survey of a state's agricultural economy, both Social Studies and occupational instruction are served by a survey of occupational roles pertinent to that agricultural industry. The day-to-day operation of the economy and the industry may, in fact, be analyzed in terms of normal relationships between pairs or sets of agricultural roles.

Some occupational roles serve as bridges or connecting links between industries or segments of the economic organization of a society. The food wholesaler, for example, may be considered a link between the farming and the transportation industries. Many of these occupations tend to be distant from the ordinary pupil's experience either in daily life or in his reading. Industries-and-Jobs offers an opportunity to reveal some of these fascinating and complex occupations and the role behavior growing out of each of them.

The same occupational role may have significantly different requirements and work situations in different industries, and this may be discovered and analyzed with Industries-and-Jobs. A welder in the aircraft industry, for example, is in many ways a different welder from one in the shipbuilding industry. A stenographer in a law office encounters different work requirements from those of a stenographer in a medical office.

Self-analysis is always a source of fascination for individuals, particularly the young. Role theory and role-instruction offer a straightforward analytical approach with which the student may carry on self-analysis. The "Who am I?" exercise performed during the orienting discussion is a beginning for such classroom self-analysis. The preparation of a Role Diary is another step.

A Role Diary may be prepared in one of several ways. The simplest would be to have the student, beginning on some designated date of the school term, write a short daily account of major aspects of his role life during each day. This would be done for two or more weeks. The main points of information that the student would set down should respond to the following kinds of questions: In what roles did I perform today? What were the specific role activities performed? For whom or for what group was the role performed? Were their expectations satisfactorily met? Did I have to reconcile one set of role behaviors with some other set? What satisfactions did I personally have from my role life today?

At the end of the Diary period of several weeks, the student should look back over his data about himself and summarize his findings about his role life. What are the principal roles in his role-structure? Who are the most important audiences for his role behavior? What penalty expectations worry him the most? What group goals does he most want to implement through sound role behavior? What personal goals? These and other self-analytical questions may be identified during preparatory class discussions of the analytical problems of a Role Diary.

Another type of Role Diary may be based upon recollection. Each student is asked to identify a few -- perhaps about half a dozen -- major events in his life. He would then prepare a Role Diary for each of these events. The same general questions as above could be asked. Out of the final analysis could come some insight for the student regarding his own priorities; that is, the priorities that led him to the evaluation that these were very important events in his life.

Role Diaries may be as short or long as the student finds enjoyable. A Diary may well serve as a source of personal insight or catharsis. While diaries should be considered confidential, the teacher -- with the student's approval -- may wish to duplicate and distribute one or two particularly interesting or well-prepared diaries or segments of diaries as the basis for general class discussion.

For the occupational and career discussions, Role Diary may be relabeled "Job History." This adaptation of the diary approach focuses on the student's recent or present work experience. Since it is rare for individuals to see their work lives as an entity in relation to other aspects of their lives, Job History may help make the student aware of such a perspective.

Role-Study Exercie 7 -- two

Initially, the class should be given an assignment that succinctly makes evident the connectedness and wholeness of many people's work lives. Individual biographical over-views are readily available in such references as Who's Who, Men of Science, Current Biography, Dictionary of American Biography, and similar works. The student may prepare a short comparative occupational role analysis of several biographies of individuals in the same occupation; e.g., three bankers, three sculptors, or three movie actors, etc. After exposure to several of these reference-work biographies, the pupil may be asked to write a Dream Job History for himself in a page or two, that is, how he would like to have his own reference-work biography read when he reaches retirement.

Another approach to Job History may take the form of preparing a personal data sheet for a prospective employer or filling out the background sections of a job application. Since the student himself is not likely to have much data to report in a hypothetical job history, the teacher may wish to seek out examples from real life, e.g., a few typical job applications (with identity of individuals obscured, of course) provided by a nearby employment agency, the United States Employment Service, or a friendly industrial or governmental personnel office. An effort should be made to compile examples from a good distribution of occupations, from unskilled to professional. Class discussion of the examples should direct attention to: (a) variations in job preparation and experience, (b) variations in individual capacity and interest, and (c) different strategies for high-lighting one's relevant talents for a particular job.

A sociodrama is the acting out of a social situation by students in a spontaneous and unrehearsed way, without costumes or script. The purpose is to have the pupils live out the feelings and thoughts of others, particularly others about whom they are learning. The social situation of the sociodrama may be historical (e.g., a Southern plantation owner deciding whether to support the American Revolution or remain loyal to the king), contemporary, literary, dramatic, or personal. The selection of social situations should be directly related to topics and reading materials being used by the class. Each situation should be specific. The sociodrama should be of short duration.

The usual procedure is as follows. The social situation is identified, its background discussed, and the persons involved described. Parts are assigned to or assumed by members of the class. A short scene is then acted out portraying the problems inherent in the social situation. After the dramatization, the players discuss why they acted or spoke the way they did, how they felt, and what they think the solution to the problem might be. Discussion then opens to the entire class.

From the point of view of role-instruction, the teacher's objective is to make explicit the range of roles involved in the situation, the manner in which the situation may elicit role behaviors, and the view of the situation as seen by each actor in terms of his group goals, instrumental behaviors, and penalty risks. Role-playing promotes not only empathy for others but also a practical appreciation of the motivations for their behavior. For example, the thief who refers to his "work" as a profession may not be putting on airs at all; he may truly believe it. How, then, should society discourage a "profession" whose members see themselves as proud and honorable? Social Studies classes should certainly become aware of this point of view. The sociodrama may even become an exercise in social problem-solving if carried into a search for solutions to the social situation studied.

"On-the-job sociodrama" usually takes the form of training simulations. In real life such simulations may range in elaborateness and thoroughness from astronauts preparing moon landings to secretaries practicing typing exercises. A growing number of commercially-sold table games such as Monopoly, Stocks and Bonds, etc., are, in effect, simulations of occupational activities. In-classroom occupational simulations should be undertaken whenever feasible in terms of cost and availability of game instructions and equipment. Some job simulations may be found among real-life industrial or corporate talent-testing procedures. For example, Humble Oil Company searches for management talent by submitting candidates to a 292-question biographical quiz and a management game called "the in-basket exercise." In this game the candidate is asked to imagine that he has just taken over a supervisor's job in an emergency and must cope with a stack of correspondence, staff memos, and other

papers. The candidate must do everything in writing, partly to aid in the assessment of his performance, and partly to gather evidence of his ability to communicate in the usual way that an executive does. The in-basket on his desk will include complaints, reports from subordinates, requests for information, and other documents typical of the supervisory position. Each candidate has only three hours in which to handle about 25 difficult items.

If job simulations for in-classroom use are not available, small teams of pupils may be assigned to scenario-writing such simulations for selected occupations. These should be more or less elaborate Role Scripts, with directions for equipment, props, typical work situation, etc.

The teacher should make some effort to locate a real job training simulation program in some nearby business, industry, or educational facility. Many driver-education programs now use simulators. Technical schools usually employ simulation in one or another course of instruction. The purpose of a class visit to observe a simulation program is primarily to lend authenticity to the Job Simulation exercise by exposure to a real-life version.

Although simulation of the occupation as such is a main concern of this class project, the usefulness of sociodrama and role-playing for insights into other aspects of work life should not be overlooked. The conduct of a job interview, the encounters of a first day on a job, the difficulties of disagreement with a supervisor or fellow-worker, the varieties of procedures of dismissal, and other critical moments in an occupation may be dramatized and analyzed. For the teacher with pupils who may encounter special problems associated with race, nationality, sex, language deficiencies, or other difficulties, role-playing may take on profound importance for developing pupils' self-awareness, social awareness, and capacity for coping with some of society's more or less subtle discriminatory practices.

ROLES PEOPLE PLAY SIMILAR ROLES, DIFFERENT CULTURES AND COMMUNITIES ROLE-STUDY EXERCISE 9

An "aunt" in America is different from an "aunt" in certain primitive tribes. A "farmer" in Idaho may be very different from a "farmer" in backwoods Mississippi. In short, the comparative study of similar roles in different communities of the United States or different cultures of the world may enable the class to embark upon the comparative aspects of Social Studies from a focussed and manageable perspective. This exercise may be based upon the preparation of two or more "cross-cultural" Role Scripts.

The units of comparison should be clearly identified with respect to location (e.g., Boston and Boise, U.S. and Japan, etc.), type of group (e.g., family, church, school, etc.), and role (e.g., "daughter" in the American and in the Japanese family). Comparison of a particular role may be assigned to an individual student; individuals may then be organized into teams dealing with the same type of group, e.g., all pupils comparing family roles become a single team, those working on school roles form another team, etc.

The questions for comparative discussion may readily be drawn from elements of role analysis now familiar to the class. Are the role-names (and nicknames) the same or different? Are the roles associated with the same general group structure? How do the respective group goals vary? Are the role activities different in any important way? Are the penalty measures for the compared roles similar? Are there resemblances in visual cues?

Having completed role comparisons individually and as teams, the class may proceed to other comparisons that may be required by the Social Studies curriculum: economy, government, family life, etc. Each team, for example, should have a responsibility for making connections between their role findings and other information, e.g., how the organization of agriculture in a country bears upon the role activities of farmers.

From the occupational perspective it is possible to conduct comparative study of similar occupational roles in different societies or comparative studies across industries within the same society. The general purpose is to identify and comprehend families of related occupations regardless of culture or industry. As Americans become increasingly involved in economic relations and occupational training in parts of the world outside the United States, such cross-cultural, cross-industrial occupational information is likely to be a common job requirement and source of insights into problems of international relations.

ROLE CONFLICT

Many differences in individual behavior have been successfully explained as the outcome of role conflict, that is, cross-pressures in a person's mind arising from the competing demands of different roles. This class exercise, therefore, may become an introduction to problems of personal decision-making. It may also serve as an opportunity for analysis in depth of selected decisions by important historical, literary, or dramatic figures such as Napoleon, Macbeth, etc. Role conflict analysis may reveal some of the pathologies of decision-making, e.g., certain rigidities in adhering to a group's role expectations, misinterpretations of one or another kind of role-information, distorted evaluation of the situation requiring choice, etc.

In procedure, the Role Conflict exercise carries the Many-Roled Person exercise (Exercise 5) a step or two further. In observing the Many-Roled Person, all of the identifiable roles of the subject at the time of analysis were enumerated and discussed. In Role Conflict, on the other hand, only the two, three, or four most salient or apparently most relevant roles are analyzed. The analysis is also made in greater depth and detail than for Many-Roled Person. Finally, rather than speculate about the behavioral consequences of multiple roles for an individual, as suggested at the conclusion of the earlier exercise, Role Conflict calls for a relatively systematic discussion of the points of conflict among the roles significant at the time of decision. What kinds of role-information were in conflict? The expectations of which role-related groups were involved? How did the decision-maker evaluate the relative weights of anticipated punitive measures? And so forth. To illustrate from the life of Joan of Arc, what in an analysis of her roles as "Frenchman," "Catholic," "soldier," and "missionary of God" enables us to explain her decision to continue the fight against the English?

The cases for in-depth analysis of historic decisions and events are almost without number as specific Role Conflict exercises. While the student's Role Conflict analyses should help explain the actual decision that was taken, a stimulating further step could add speculation about hypothetical courses of events that may have resulted if other role priorities had existed, leading to other choices.

Drama and literature afford as interesting subjects as history for Role Conflict analysis. Consider the case of the young boy in Conrad Richter's Light in the Forest who lived the greater part of his life as an adopted member of an Indian tribe but is eventually returned to his settler parents. The conflict in racial, family, and age group roles is severe and moving. This type of material is excellent for Role Conflict analysis.

Role conflict on the job tends to fall within the framework of occupational maladjustment. The worker's self-image may not "fit" the requirements of the position. He may confuse his status in the work group. Personality

may be incompatible with the needed skill. Very common is the job-holder who had entirely different occupational aspirations for himself but became "locked in" to a job he initially considered "temporary." Skill and job may be mismatched. The types and sources of occupational maladjustment are, unfortunately, very numerous. "Maladjusted Workers" could be the name of an exercise intended to call pupil attention to the mechanisms and consequences of job unhappiness arising out of occupational role conflict.

Several types of projects are possible. The job discontents and career changes of famous persons may be traced in their biographies and autobiographies and analyzed as manifestations of role conflict or resolution thereof.

A pupil may interview a member of his family, a family friend a neighbor who has given some indication of job dissatisfaction, in order to determine if some role conflict may underly the person's problem. (Given the delicacy of such an interview, anonymity should be preserved.) Perhaps a systematic questionnaire should be produced by the class for use in the individual interview.

Still another project would be a class or small-group interview with a personnel officer or executive of some local industry or business regarding standard problems of worker dissatisfaction or maladjustment in his enterprise.

Visual cues are an important aspect of role information. Modes of dress, personal grooming, and equipment are obvious and explicit forms of visual cue about roles. In addition, the Picture-a-Role exercise enables the Social Studies teacher to instruct in the analysis of two other types of visual cue: gesture and situation.

In studying dress, grooming, and equipment as visual cues for roles, several familiar project activities are possible. Paintings, photographs, and other pictorial materials may be collected or produced. The history of particular costumes, clothing and grooming becomes an appropriate extension of the discussion of the roles involved. The evolution of equipment may be examined for its own impact on the evolution of a particular role. The cultural background for different kinds of visual cues may be explored. These subjects may be covered by individual or team research and reports, and the reports may be written or oral.

Gesture, on the other hand, is a form of non-verbal communication that constitutes a more elusive visual role cue. An entire scientific field of study -- kinetics -- has recently emerged to deal with gesture and other forms of non-verbal communication. Gesture is an intriguing topic for discussion at any grade level. The salute, the kiss, the clenched fist, and innumerable other role-related gestures are an important and familiar part of human interaction in every culture. Gesture becomes particularly meaningful when viewed as part of the analysis of a social role. The study of gesture may also involve such project activities as picture-gathering and picture-taking. Dramatization, particularly pantomime, is relevant. Cross-cultural comparisons of gesture may be a source of much amusement, e.g., the palm-out wave of greeting of Americans compared with the palm-in greeting of East Europeans.

Even more elusive than gesture is the analysis of situations related to particular roles. Sometimes referred to as "context," the social situation is the accustomed or habitual setting for the performance of a role. Often this setting includes equipment and other visual cues mentioned above. Sometimes equipment extends to include the very character of a particular place; e.g., the cook's kitchen is a specially equipped room as is the doctor's office and the mechanic's shop. But a person other than a doctor may be in a doctor's office. Depending upon the situation as a whole -- equipment, office, posture, visible relationship with other persons, etc. -- the role performer may be doctor, nurse, patient, technician, or simply an observer. The importance of situational analysis is heightened in the use of circumstantial evidence in courts and in problems of "guilt-by-association," and these are useful examples of situational role cues.

In addition to use in Social Studies, Picture-A-Role exercises may be combined with art instruction in lower grades and film or dramatic instruction in higher grades. Literally thousands of visual aids exist that deal with occupational roles. These include motion pictures, filmstrips, slides, photographs, drawings, and related visuals. The purpose, quality, in-classroom utility, accompanying commentary, and cost of these visual aids varies quite widely. Yet, visuals may be a convenient, low-cost, and impressive in-classroom instrument of occupational education.

Parents, teachers, team coaches, supervisors, and other socializers may be considered Role Coaches. It can be most instructive for the student to experience role-instruction from the point of view of these Role Coaches. Several approaches to a Role Coaching exercise seem feasible.

One procedure is to divide the class into several coaching committees of four or five students each. One member of the committee is chosen role-player, a second as coach, and a third as discussion chairman. The coach proceeds to instruct the role-player in the performance of the chosen role. The other three make notes for later comment and suggestion on the coaching and the performing. In time, all members of the committee take turns coaching and performing different roles. A concluding discussion may focus on the difficulties on the one hand of teaching role behavior to another, and of learning on the other. The roles performed should be relevant to the Social Studies topic under study at the time; e.g., several family roles in another culture, various roles in an industrial plant, etc. Each committee may use the same set of roles in order to be able to compare experience across teams at the end of the exercise.

Another Role Coaching procedure attempts to employ a Resource Person as coach. Live examples or models are invariably fascinating to children and a novelty for classroom instructional purposes. A talk by a real fireman or policeman is infinitely more attention-getting than anything the teacher could do alone. A visiting engineer or astronomer carries greater credibility than lectures or textbooks. As part of the Resource Person's presentation, he may be asked to describe how he would train another person to his role. The Resource Person may actually advise an interested pupil in the presence of the rest of the class.

Apprenticeships are, in effect, a form of occupational Role Coaching. A survey of occupations and other roles regularly requiring apprenticeships will lead the teacher to a number of class activities._/ The class may be

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_/ For information about the National Apprenticeship Program, write to Bureau of Apprenticeship, U.S. Department of Labor, Washington, D.C., 20225.

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taken to observe a master and an apprentice working together. Occupational training films showing this relationship are also available. Or, entirely within the classroom, pairs of pupils may be assigned as master-apprentice teams for different roles, with both preparing a report on the requirements and problems of coaching and learning the content of the role under apprenticeship conditions.

DIABLO VALLEY EDUCATION PROJECT

Applying the ROLES PEOPLE PLAY Kit to War/Peace Roles and Situations

Participants in the DVEP Summer Workshop were invited to experiment with the role-instruction approach to the [illegible] concept in the war/peace curriculum being developed by DVEP. The kit entitled ROLES PEOPLE PLAY (together with a draft curriculum discussion on "The Basic Concepts in the War/Peace Field," dated January 1971) are being provided as teacher aids. In the kit are a dozen Role-Study Exercises intended for general use in Social Studies, occupational development, and other curriculum areas. Below are some suggestions for employing role-instruction in a war/peace-related curriculum. Your further suggestions and reactions are cordially invited during the workshop.

Exercise 1 (Dissecting a Role). Ideas for roles to be analyzed may be found at pages 28-29 of the January 1971 paper; e.g., world citizen, international jurist, peace corpsman, truce team officer, and the nearly 100 role-names in the graded list at page 28.

Exercise 2 (Acting a Role). The above and other roles may be acted out. Some scenario situations may be suggested by the following: a draftee appealing his call to service before his draft board (involving such roles as draftee, citizen, patriot, pacifist, lawyer, etc.); a soldier having to ignore, kill, or capture an enemy soldier; peace strikers and the Washington police; Abraham Lincoln deciding to pursue the war between the states; Woodrow Wilson deciding whether to call for a declaration of war.

Exercise 3 (Role Expectations of Others). What hold (or penalty expectations) do various groups have over Secretary General U Thant, President Richard Nixon, or other personages involved in war/peace actions? How do the Russians or the Americans "punish" (or, at least, try to punish) a Secretary General who offends one or the other? What groups does President Nixon worry about, and why, as he makes decisions about Vietnam or the Middle East?

Exercise 5 (the Many-Roled Person). This exercise offers opportunities to demonstrate to students how peripheral war/peace roles often are in their own lives. For example, after a Who-am-I type of self-analysis, notice how few international roles -- translator, foreigner, tourist, student, etc. -- have a place in their role-structures. Then, notice how all this changes when, for example, a young man becomes a draftee and a soldier. Suddenly the soldier role is a salient role for this many-roled person.

Exercise 8 (Sociodrama). This could work with the same kinds of situations noted in Exercise 2, with perhaps more complex problem situations.

Exercise 9 (Different Cultures). Cross-cultural analyses of similar roles is a familiar classroom effort. Role-instruction simply adds a few analytical tools. Compare the soldier role in the United States, for example, with the same role in Vietnam, India, etc. Compare the local policeman with a U.N. "policeman."

Exercise 10 (Role Conflict). This exercise lends itself to in-depth historical analysis of difficult war/peace decisions; e.g., the earlier examples of Lincoln and Wilson. The teacher may develop a number of other examples with a small amount of bibliographical research; that is, students may be referred to any one of many memoirs of statesmen and politicians with instructions to identify a difficult war/pence decision made by the author and the role conflict manifest while deciding.