

Role-Play Attribution Retraining

Grade-Level: 4th-12th ESL Classroom **Time:** 50 min, 20 min

Lesson Goal: To help students identify their personal beliefs about academic success or failure and educate them on the control they have over certain factors.

TSW: Describe their beliefs about the causes of their success or failure in the classroom.

TSW: Learn about the controllability of academic effort versus ability.

TSW: Practice written and oral language skills.

TSW: Model appropriate teacher-student classroom interactions.

Define: SUCCESS, FAILURE, EFFORT, ABILITY, ROLE-PLAY

Materials: Large poster board and marker for the teacher.

Directions:

Day One

(2 min) Student Interaction

-Ask students to pair off and introduce themselves to their partner.

(7 min) Class Discussion

-Read the terms on the board and ask the students how they would define them, jot down their ideas on the board below each word (some terms may require direct instruction to define).

-Ask students to think of a topic, subject, or class that they feel “successful” in and one that they feel they experience “failure” at.

(5 min) Group Work

-Have them discuss in pairs the *reasons* why they may be successful at one thing and fail at another.

(7 min) Class Discussion

-Have the students call out the reasons they discussed and write them on the poster under two columns: “Success” or “Failure”. Do they succeed because of ability or effort? What about when they fail? Emphasize in the discussion that EFFORT= improvement.

(25 min) Role-play

-Ask students to assign the role of “student” and “teacher” in their pairs and a subject that the student is struggling with or failing at. Allow students time to create and write down a dialogue in which the student describes their failure and reasons to the teacher, and what the teacher

might say to motivate or encourage the student. "What would the student say if they are failing?" "What could a teacher say to get them to try harder and put in more effort?"

-Prompt the student to be ready to perform their dialogue tomorrow for the class.

Day Two

(20 min) Class Activity & Discussion

-Review the terms from the day before.

-Have students perform their role-playing dialogue.

-Praise and then ask the students observing: "Would this make you want to put in more effort? Was the teacher encouraging?" Write encouraging phrases on the poster-board.

Follow-up:

-Leave the poster-board up in the classroom throughout the year and use the phrases that the students came up with to praise their growth and effort. Emphasize praise when a student experiences any amount of new success in a content area they previously struggled in.

-Periodically ask students to evaluate whether the reasons for success that you transcribed are true, and whether they need to add or eliminate any concepts.