



THIS IS HOW WE USE ROLE-PLAYS AND CASE STUDIES IN THE CLASSROOM

COOL IDEAS

STRATEGIES AND TIPS FROM DECA ADVISORS

Debi Cline, New Mexico

At the start of the year, we would watch various samples from YouTube. Then as a class, we would “tear apart” a role-play. I did this so the students understood the components of a role-play. I would show the students how the performance indicators match the rubric. I would then take time to talk through various solutions to the role-play. I would then take time to talk through various solutions to the role-play. Students would pair up and practice their solutions, trading off roles as judge and presenter so everyone had an opportunity to present. We would debrief as a class.

Laurie Jennings, Arkansas

We do “Role-play Friday” every other Friday. In business law, we use the Business Law and Ethics Team Decision Making Event. In marketing, we use a variety of role-plays that are tied to marketing, and in management, we use the Human Resources Management Individual Series Event. We begin this process by spending one full day breaking down the process and understanding how to read a case study. I had all classes start with an Individual Series Event in the hospitality cluster so that they could begin with information that they were more familiar with.

We walked through the case study as a class, highlighting the important information. On the second day, we worked through the process of creating a visual and how to take notes, including how to incorporate the performance indicators into their plan. On the third day, the students paired up and they each presented their information. In each class, a DECA alumni member and I modeled what a role-play should look like. We didn't do the entire role-play, but modeled the first couple of minutes. Then they each presented to a partner who scored them using the rubric provided. We didn't put time constraints on the first run, but the next time they did one – it was the real deal!

Kim Radford, Virginia

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

Role plays: I partner up students with sample role-plays. They each take turns being the

presenter and the judge. I give them the judge instructions so they can see what judges in competition can see and how they determine their grading of a role-play. Each of them evaluates their partner.

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

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

Jennifer Remley, Missouri

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

Sandra Tucker, Virginia

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

Jason Uhry, Virginia

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

Jessica Wade, Missouri

At the beginning of the year, I take students through a step-by-step process for completing role-plays. During each unit, I have students prepare and practice role-plays that go along with the unit (for our personal selling unit, I use a personal selling role-play). I mix it up with team and individual role-plays, as well as event areas.

Kristy White, Wyoming

Every Friday in marketing and hospitality classes, we do a role-play. At the beginning of the year, I break them down and ask the students to discover who they are and who the

judge is in the situation and then where it takes place. I then have them answer the performance indicators. After they get that, we do 10 minutes of preparation followed by a 10-minute presentation with a partner.

Sandra Willis, Texas

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

 **TIP** | You can view a sample role-play and case study presentations recorded at a past International Career Development Conference at <https://www.deca.org/advisor-resources/marketing-management-1-sample-role-play-presentation>

MORE IDEAS TO TRY

Lightning Round

Provide students with a short business scenario and one performance indicator. Give them 2–3 minutes to prepare and 60 seconds to present a recommendation. This is a low-pressure way to build confidence before completing a full role-play.

Add a Twist

After students develop a solution, introduce one new constraint such as a reduced budget, new customer feedback, a staffing issue, a deadline change or competitor action.

Judge First

Before students complete their own role-play, have them evaluate a sample presentation or peer response. Ask them to identify where the presenter addressed the performance indicators, what strengthened the solution and what they would improve.

Build the Case

Give students only part of a scenario first. Ask them to identify what additional information they would want before making a decision. Then reveal the full case and compare their initial thinking with their final recommendation.