

ROLE PLAY AND GUIDED DISCUSSION

HIPPY Model Onboarding Group Meeting



ACTIVITIES:

Activity 1: Activity: Welcome and Review.....20 Minutes

Activity 2: Preparing for Role Play.....20 Minutes

Activity 3: What to Do During Role Play.....20 Minutes

Activity 4: What to Do After Role Play.....20 Minutes

Activity 5: Reflection and Next Steps.....10 Minutes

Tip

Role play is a skill that develops through practice. Focus on learning, not perfection, and use feedback as an opportunity to grow.

You will need....

Activity 1: Welcome and Review

Activity sheet 1, The [Endorsement worksheet](#)

Activity 2: Preparing for Role Play

Activity sheet 2, Week 1 packets for Year 1 and Year 2, [Coordinator Guide](#) and Weekly Guidance sheets Week 1 for [Year 1](#) and [Year 2](#)

Activity 3: What to Do During Role Play

Activity sheet 3

Activity 4: What to Do After Role Play

Activity sheet 4

Activity 5: Reflection and Next Steps

An open mind, a willingness to be vulnerable



Spotlight on Development

By the end of this lesson you will be able to...

- **Connect** weekly role play practices to HIPPY model standards.
- **Prepare** materials and supports for effective weekly role play.
- **Facilitate** role play using questions, guided discussion, and coaching.
- **Use observation and feedback** to strengthen home visitor practice.
- **Support continued development** before, during, and after home visits.

ROLE PLAY AND GUIDED DISCUSSION

Activity Sheet 1: Role Play Self-Assessment



Home Visiting Practice

1. Complete the self-assessment for the role play standards in the [endorsement worksheet](#) for 5 minutes
2. Discuss as a group what systems you have to organize and maintain the documentation for these standards for 10 minutes.
 - a. What systems do you have to organize and maintain documentation for group meetings?
 - b. Summarize key points to present to the new sites (other group)

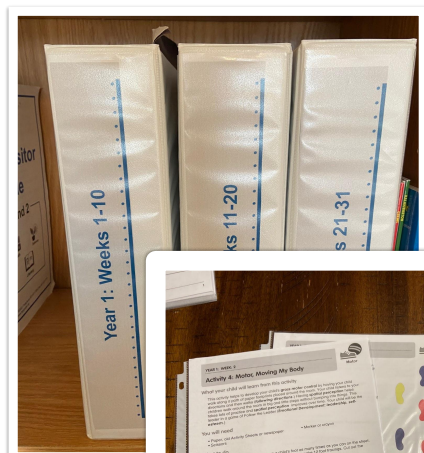
ROLE PLAY AND GUIDED DISCUSSION

Activity Sheet 2: Role Play Ready



Effective Work
Environment

1. In break out groups, share how sample packets and role play supplies are organized at your site for 10 minutes.
 - a. What is working well?
 - b. What has been challenging?
 - c. Share ideas or strategies others might find helpful.
 - d. Be prepared to share one idea with the full group.



ROLE PLAY AND GUIDED DISCUSSION

Activity Sheet 3: Guide, Don't Tell



Practical Application

Read the scenario on the right. Imagine you are the coordinator leading this staff role play. For 10 minutes discuss how you would respond in the moment to support the home visitors without directly telling them what to do.

Discussion Questions

1. When would you pause the role play?
2. What questions could you ask the home visitors?
3. How could you help them connect the learning concept to the activity?
4. How could you help them practice explaining what the child will learn without reading the packet word for word?
5. What would you observe or listen for as role play continues?

Scenario

During weekly staff role play, the team is practicing a math activity. One home visitor reads the *What your child will learn* section word for word and then immediately begins role playing the activity. Another home visitor seems unsure about the math concept but does not ask any questions.

As role play continues, the coordinator notices that the home visitors are focused on getting through the steps of the activity. There is little discussion about what the child is learning, and the home visitors are not using the opportunity to

ROLE PLAY AND GUIDED DISCUSSION

Activity Sheet 4: Make it Meaningful



Practical Application

Read the scenario on the right. Imagine you are the coordinator providing feedback after role play. For 10 minutes, discuss how you would help the home visitor recognize the difference between general and periodic, meaningful praise, reflect on their practice, and prepare to use meaningful praise during home visits.

Discussion Questions

1. What do you notice about the home visitor's use of praise?
2. How could one or two of the praise statements be rephrased to make them meaningful?
3. What coaching question could help the home visitor recognize and apply the difference?

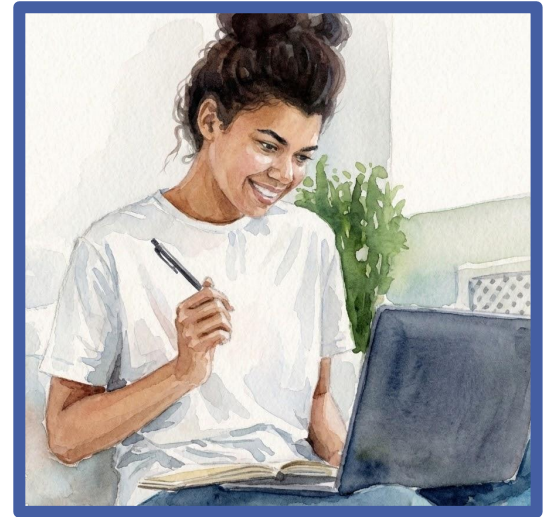
Scenario

While role playing **Year 1, Activity 5: *Where's Spot?***, the home visitor, in the role of the parent, enthusiastically praises the child throughout the activity by saying, "*Great job! You're so smart! You're amazing!*" After nearly every interaction, pointing to a picture, turning a page, or answering a question, the "parent" uses the same praise before moving on. Although the praise is encouraging, it is frequent, general, and does not acknowledge the child's specific actions or effort.

Prepare for the In-person Role Play Experience

Checklist:

- ❑ Complete Chapter 5: Role Play (5.1) and Guided Discussion (5.2) in the LMS.
- ❑ Start Chapter 5.3 to **register for the In-person event** and download the agenda and other details.
- ❑ Prepare a sample packet and gather props for Year 2 Week 1.
- ❑ Read Coordinator Guide and Weekly Guidance for Year 2 Week 1.



ROLE PLAY AND GUIDED DISCUSSION

Things to Think About and Do



Extend

Things to
think about
and do

- Observe an experienced coordinator's role play
- Block out time on your calendar every week to prepare for your team role play training
- Polish your "Train the Trainer" skills to continuously improve your weekly role play training.