These "best practices" have been identified while writing role plays for students in conflict analysis and resolution courses. Many would apply to role plays written for other disciplines.

- Identify specific learning goals and draft the roles, scenarios, and process accordingly
    - Learning goals might include Knowledge about the case and specific concepts, skills and abilities in analysis, interaction, observation, and reflection
- Start with a model or an actual situation and then innovate to achieve goals
- Avoid "fake" or implausible scenarios when the goal is situation-sensitive knowledge
    - Note: imaginary settings or groups can work if the focus is on dynamics
- Assess what you need to write the roles, scenario, and instructions
    - holistic knowledge of a situation, imagination, personal participation, a model
- Minimize the distance between students and roles
    - Let students conduct research on the roles, alter the roles, use their names; write gender-neutral roles or assign by gender; choose a scenario familiar to students
- Provide detailed information about the roles and scenarios and keep it simple
    - Students will always ask for more information, but too much detail reduces spontaneity
- Keep the scenario open enough for dialogue to be emergent rather than scripted
- Pay special attention to writing beginnings, transition points, and endings
    - Role-players need to know how and why they are in the scenario, where to head, and what counts as being finished
- Anticipate the potential for stereotyping or caricatures
    - Students may have difficulty imagining themselves in certain roles; guard against scenarios that lead them to act out unreflective cultural or personal scripts
- Include media when appropriate
    - Photos of the context, a video message from a potential participant, audio
- "Back pocket" several complicating factors to be used if the action stalls
    - A message from an outside source, a participant who walks out, an unanticipated event
- Envision how the role play will unfold; anticipate students' questions
    - Sharing the role play with others before running, it helps!
- Capture the role play for assessment, reflection, and re-writing

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