R.O.P.E.S.
A MODEL TO INCREASE LEARNING OUTCOMES
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Valerie L. Rice, MSW/JD, has a Masters in Social Work and is a Consumer Law Attorney. For decades, she has been an educator. She has developed and delivered trainings, continuing educational seminars, and keynote speeches for various organizations. Some include Elder Law of Michigan, the United Way, Lorman Education, the National Association of Social Workers, Hospice of America, New Life Christian Center, and Ivy Tech Community College. She works part time as an instructor for Ivy Tech Community College and the University of Phoenix. In 2011, she was inducted into the Kappa Beta Delta International Honor Society for faculty service. Ms. Rice is a certificated online instructor and Quality Matters Peer Reviewer. For years, she’s taught hybrid and asynchronous online courses. Some include Business Law, Human Resource Management, Introduction to Writing, Critical Thinking, and Academic Success Courses. In 2012, Ms. Rice was one of the nominees for the Ivy Tech Adjunct Faculty of the Year Award. In June of 2013, she received an award for having one of the best ideas for the Gerald Lamkin “What’s Your Idea” campaign. Her idea: create a professional-development course that profiles learning and the R.O.P.E.S. models.

**PURPOSE**

The purpose of this paper is to heighten readers’ awareness about a model known as R.O.P.E.S. (Review, Overview, Presentation, Exercise, and Summarize)\(^1\) that is available to assist educators in organizing course content to enhance learning outcomes. This material is a supplement to a presentation delivered at an Ivy Tech Community College Master Teacher Conference in Merrillville, Indiana. Nonetheless, this information is useful for all educators who want to improve their skill set of delivering information to learners. While the focus in this paper is on face-to-face college courses, by no means should it be inferred that this is the only appropriate venue for R.O.P.E.S. It is also highly applicable to distant learning courses, seminar presentations, and other educational settings.

**LEARNING ADVANTAGES**

The innumerable benefits of academic success are common knowledge. Benefits also accrue to the educators and to the colleges that employ them. Improvements to student retention...
grant educators future opportunities to teach and better job security. Administrators at various levels are pleased and rewarded when more students learn more and colleges meet their goals at all levels.

But all this stems from our core target: benefits to the students. Degree completion and postgraduate endeavors are more attainable for them. They become more competent, which pleases employers. Critical thinking is sharpened, improving reasoning and problem solving in the workforce. Other benefits include higher self-esteem, enhanced career opportunities, and the accomplishment of other personal goals. Society gets a greater number of productive citizens. In the end, we all get better communities.

**NEEDS STATEMENT**

Teaching involves more than knowledge of a discipline. It requires training in how to best impart that knowledge to others. Most colleges and universities offer training to its faculty. Generally, the focus is on how to improve teaching strategies (e.g. questioning, lecturing, etc.) and instructional materials (e.g. adoption of digital learning environments like Connect® and My Writing Lab®).²

There is a difference, however, between those and the use of an effective teaching model. In the former, the question is: Which resource (i.e. handout, discussion board, etc.) should I use in the classroom? In the latter, the question is: What is the next prescribed step to best teach the learners? Both are important to deliver course content to the students. But the former is hit-and-miss or at worst irrelevant without the embracive foundation of the latter.
Let’s change the focus from activity planning to foundation building. That way, educators learn how to deliver course content well, students achieve higher learning outcomes, and colleges and universities honor their commitment to its student population.

**PERSONAL REWARDS**

Effectiveness and efficiency are the rewards of acquiring good teaching skills. Learning about and using innovative teaching options bring about better results quicker. Time is one of those nonrenewable commodities, so it is in our best interest to get an edge on controlling it. R.O.P.E.S. is a time-management tool that gives educators that edge. Since the focus is on facilitating student learning (rather than administration or paperwork), educators are likely to welcome it.

**LEARNING PRINCIPLE**

Experts theorize that there are three phases of learning: explore, understand, and act. Learners explore new material by examining it in relationship to information they already know. Understanding kicks in when they comprehend the process or steps to perform the new skill. Learning is complete when learners try out the new skill and begin to master it.

As you read this material, you might find yourself saying, “Oh, I know about that,” or, “I do that already”—for some parts. In that way, you begin to build a frame of reference as context for the new information. From there you begin to realize what you need to learn to fill in some gaps. Then you get a better understanding of what steps and methods come first, second, third, etc. A genuine comprehension allows you to act by planning lessons using R.O.P.E.S.

Daily, new things come our way. Getting lost is one opportunity to find them. If you take a wrong turn in an unfamiliar area during the day, you might begin to explore. What street is
this? Should I take this turn? Curiosity is the exploration part of the new experience. Discovering what looks familiar, like the position of the sun, might help with directions. Stopping to activate the GPS for the first time is another way to figure things out. Or you might try something altogether different. In any case, you are taking it all in, connecting the pieces, to comprehend what you need to do to get to your destination. The more you integrate the familiar with the new, the more you understand how the world works, and the sooner you realize “I can do this,” and can act on it now and in the future.

**PARADIGM SHIFT**

R.O.P.E.S. is a sequential model set up in a way to enable learners to explore, understand, and act. It is not uncommon to perceive a sequential process as inflexible. A paradigm shift, however, allows one to see that a sequence is not always invariable. For example, System X is a weight loss program with specific steps. It prescribes that participants eat six System X meals and snacks each day. There are various food options to choose from; breakfast might consist of whole-grain waffles with almond spread, fruit, and soy milk, or of French toast, orange juice, and turkey links. A program like this is flexible and user-friendly. As long as one adheres to the diet’s plan of six System X meals a day, weight loss is sure to occur.

Likewise, R.O.P.E.S. has specific steps but is not an inflexible sequence. Consider the Review step of R.O.P.E.S. Professor Bee might start by asking a couple of students to tell the class how they would determine when parties have reached an agreement. Thereafter, Professor Bee reveals a chart with illustrations of parties agreeing. Afterwards, a student is asked to read that chart aloud while pointing to each illustration while the others follow along. The administration of a post-test brings the Review step to a close for Professor Bee.
On the other hand, Professor Kay, who is also teaching about mutual assent in another classroom, might do something quite different in the Review step to hone in on this same concept. She might use a video, then ask the students to complete a short crossword puzzle based on it. Then, Professor Kay might lecture for sixty seconds about the content reviewed using PowerPoint slides. As long as the model is adhered to by doing a Review, the goal of effective learning is sure to occur. Therefore, R.O.P.E.S. does not usurp academic freedom, creativity, and style. It is flexible and user-friendly.

**R.O.P.E.S. FOUNDATION**

The design of a course is important because it is pertinent to creating R.O.P.E.S. lesson plans. Look at Diagram 1 on page 8. The columns contain information relating to the course design and zoom in to become less broad and more specific from left to right. These include, in part, the course name and units. Note, the Contracts unit is a part of the Business Law course, and each unit is broken down into subtopics known as content.

The objectives are a spin-off of the course content and are less broad. Generally, objectives denote what the instructor will cover in the course as a whole, while learning outcomes entail what educators will cover in a given class session—hence they specifically relate to course delivery and lesson plans. No matter how narrowly focused the learning outcomes, each is connected to the overall course intent.
### Diagram 1: Foundation for R.O.P.E.S.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Content</th>
<th>Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics, Law, &amp; Judicial System</td>
<td></td>
<td>Sale of Goods</td>
<td>Apply legal principles to contractual obligations</td>
<td>1. Identify mutual assent</td>
</tr>
<tr>
<td>Contracts</td>
<td></td>
<td>Lease of Goods</td>
<td>Recognize rights of parties</td>
<td>2. Identify consideration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Law</td>
<td>Differentiate from Uniform Commercial Code</td>
<td>3. Identify capacity</td>
</tr>
<tr>
<td>Business Law</td>
<td></td>
<td></td>
<td></td>
<td>4. Identify legality</td>
</tr>
<tr>
<td>Consumer Protection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiable Instruments &amp; Banking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sometimes, the course objectives are synonymous with learning outcomes, but most course objectives are broader than learning outcomes and should not be a substitute for measurable learning outcomes. A simple solution: create a Module-Level Objective for each Course-Level Objective. Use headers accordingly to clarify any repetition in the syllabus and/or learning management systems like Blackboard. Regardless, the R.O.P.E.S. approach depends on the course outline, which therefore must be in alignment with it.

**LEARNING OUTCOMES**

Learning outcomes are synonymous with skills. Each should be measurable—i.e. observable and precise. Usually, these statements contain an action verb ("identify" in the diagram), which is referred to here as the success benchmark. The action verb is the behavior component of the learning outcome. It is advisable that educators align this part of the learning outcome with the level of difficulty for the course. Educators who teach first-level courses, for example, might hone in on areas that involve knowledge, comprehension, and application of ways of thinking; action verbs such as “recall,” “explain,” and “use” describe such cognitions. Consider Bloom’s taxonomy for this purpose. Moreover, the behavior should describe a precise outcome. It is advisable to have an expressed condition in the statement too, either precedent or subsequent. Adding a numerical component makes the statement more accurate for the instructor to assess achievement and the expectation clearer for students.

The diagram below is an example of a good learning outcome. It contains a condition subsequent. It is measureable because an instructor can observe whether the students did “identify” what they were supposed to. It is precise since it describes specific behavior to be identified and to what extent.
EXAMPLE A: MEASURABLE LEARNING OUTCOME

At the end of this lesson, you will be able to identify mutual assent in at least three contract scenarios.

EXAMPLE B: EVALUATION OF TWO LEARNING OUTCOMES

- Realize the importance of ethical behavior in the business environment.
- Understand the Uniform Commercial Code and its impact in the business environment.

In Example B, since an educator cannot observe the action of “realize” and “understand,” those are not measurable outcomes. Again, make sure all learning outcomes are measurable before beginning a R.O.P.E.S. lesson plan.

REVIEW

WHAT IS IT?

Review is the first step of R.O.P.E.S. Its purpose is to bolster students’ readiness to receive the material in the upcoming lesson. Here, prerequisite skills are reviewed with the students.
WHAT SHOULD I DO?

Include content that is necessary for students to understand the upcoming material. Sometimes this part is a reexamination of a previous lesson. But conditions pertinent to an upcoming lesson may have been met in other ways too. Possibly, the condition could have been acquired in another instructor’s class, or in other arenas, such as real life (e.g. critical thinking skills). Ask yourself: What must students know before they can master the skill I want to teach them today?

Here are some examples. For the success benchmark: *Distinguish an implied-in-fact contract from an express contract*, the prerequisite is to identify an express contract. An express contract is created by words not an act, so unless the learners get that first, they will have no idea what makes an implied-in-fact contract any different. Say the success benchmark is: *Supply the missing adverb*. Learners must be able to identify verbs and adjectives. Adverbs modify verbs, adjectives, and other adverbs. Naturally, the new part of speech, an adverb, builds on the earlier ones, which now need to be reviewed.

Whatever the case might be, review the contingencies before the Overview step.

HOW MUCH TIME SHOULD I SPEND?

You have to make sure they know the review material, but you don’t want to waste precious time and student patience by belaboring it. Rule of thumb:17 devote five to ten percent of the total classroom time for the Review step. If your class is 50 minutes, allocate review about 2½ to 5 minutes. For classes that last two hours forty-five minutes, spend about 8 to 16½ minutes. If you are delivering two R.O.P.E.S. sessions in that longer class, each review step is 4 to 8¼ minutes.
OVERVIEW

WHAT IS IT?

The Overview is the second step of R.O.P.E.S. Its purpose is to inform students about the context and importance of the new skill. The inclusion of the learning outcome and agenda is advisable.

WHAT SHOULD I DO?

Include content about the principles behind the new skill. Use a cause-and-effect approach such as: If (skill) then (function of a skill).\(^\text{18}\) If an agenda is used, include only information from the Presentation step and beyond.

HOW MUCH TIME SHOULD I SPEND?

Devote up to five to ten percent of the total classroom time for the Overview step. If your class is 50 minutes, allocate about 2½ to 5 minutes. For classes that last two hours forty-five minutes, spend about 8 to 16½ minutes. If you are delivering two R.O.P.E.S. sessions in that longer class, each overview step is 4 to 8½ minutes.
PRESENTATION

WHAT IS IT?

Presentation is the third step of R.O.P.E.S. Its purpose is to impart the essential information needed to learn the new skill. Keep in mind that you know the material. Students need to learn it. Consequently, the vantage point is from their lens.

WHAT SHOULD I DO?

Convey content necessary to acquire the new skill. A process approach is one way to do that. For example, the first two steps for dividing a fraction by a fraction using this approach include: Step 1, locate the divisor, and Step 2, write the first fraction of the problem without any changes. Regardless of the approach, maximize student learning with the inclusion of the skill’s characteristics like facts and concepts. These assist students with their present and future comprehension of new skills.

HOW MUCH TIME SHOULD I SPEND?

Devote up to twenty-five percent of the total classroom time for the Presentation step. So if your class is 50 minutes, allocate about 12½ minutes. For classes that are two hours forty-five minutes, spend about 41 minutes. If you are delivering two R.O.P.E.S. sessions in one long class, each Presentation step is about 20 minutes.
**EXERCISE**

**WHAT IS IT?**

Exercise is the fourth step of R.O.P.E.S. Its purpose is to have students perform and repeat the new skill. This can be done in class and/or given as homework.

**WHAT SHOULD I DO?**

Assign activities that require students to practice the new skill. The activity should be narrowly focused on the new skill only. Include all the characteristics of the new skill as presented in the previous step.

**HOW MUCH TIME SHOULD I SPEND?**

Devote up to thirty-five to fifty percent of the total classroom time for the Exercise step. So, if your class is 50 minutes, allocate about 17½ to 25 minutes. For classes that are two hours forty-five minutes, spend about 57 to 82½ minutes or 1 hour 37 minutes. If you are delivering two R.O.P.E.S. sessions in one longer class, each Exercise step is about 28 to 41 minutes.
SUMMARIZE

WHAT IS IT?

Summarize is the final step of R.O.P.E.S. Its purpose is to briefly reiterate what was covered in the lesson. This step brings the lesson to a close.

WHAT SHOULD I DO?

Cover the key points of the skill steps. Include the same characteristics of the skill that was used in the previous steps. No new information should be introduced here. A question-and-answer opportunity as well as some type of performance evaluation are advisable.

HOW MUCH TIME SHOULD I SPEND?

Devote up to five percent of the total classroom time for the Summarize step. So, if your class is 50 minutes, allocate about 2½ minutes. For classes that are two hours forty-five minutes, spend about 8 minutes. If you are delivering two R.O.P.E.S. sessions in one long class, each Summarize step is about 4 minutes.
## DIAGRAM 2: R.O.P.E.S. LESSON PLAN WITHOUT ACTIVITIES

**Skill:** Solve at least three math problems by dividing a fraction by a fraction.

### Review:
Reiterate prerequisite skills: Multiply fractions and identify: divisor, dividend, numerator, dominator, reciprocal, and greatest common factor.

### Overview:
Give principle: If you can divide a fraction by a fraction you can figure out portions less than 1 and then be able to figure out all types of real-life conundrums, such as ingredient amounts in cooking recipes, where to cut the fabric to change the size of the finished garment, where to cut a piece of wood so it can be used to fix a broken door, or how much hard-earned income to invest in the stock market.

### Presentation:
Write skill steps:

<table>
<thead>
<tr>
<th>Steps</th>
<th>Problem</th>
<th>Process Approach Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>( \frac{1}{2} \div \frac{3}{5} )</td>
<td>Locate divisor in problem</td>
</tr>
<tr>
<td>2</td>
<td>( \frac{1}{2} )</td>
<td>Write first fraction of problem</td>
</tr>
<tr>
<td>3</td>
<td>( \frac{1}{2} \times )</td>
<td>Change ÷ sign to multiplication sign</td>
</tr>
<tr>
<td>4</td>
<td>( \frac{1}{2} \times \frac{5}{3} )</td>
<td>Write reciprocal of divisor</td>
</tr>
<tr>
<td>5</td>
<td>( \frac{1}{2} \times \frac{5}{3} = \frac{5}{6} )</td>
<td>Solve (simplify if applicable)</td>
</tr>
</tbody>
</table>

### Exercise:
Create practice activities for skill steps (include all identifying features above).

### Summarize:
Give key points (only include features of the skill used in previous steps).
BEST PRACTICES

PREPLAN AND SIMPLIFY SKILL SET

Always preplan R.O.P.E.S. Create a brief outline of each step. Multiple R.O.P.E.S. can be done in one session. Let’s say the success benchmark of the skill is:

*Identify mutual assent.* This element of a valid contract has two parts (the offer and the acceptance). And, each of those parts has subparts. An offer requires: 1) serious intent, 2) definite terms, and 3) communication to the offeree. Simply organize R.O.P.E.S. one subpart at a time.

MEET THE SUCCESS BENCHMARK

Once the above framework for R.O.P.E.S. is established, build the activities for the lesson. Break each R.O.P.E.S. step down into the Tell-Show-Do format. Add the Repeat and Apply methods in the Exercise step so students have a chance to practice the new skill more than once. Chart 1 explains this matter.
### Chart 1: Summary of Tell, Show, Do, Repeat, Apply

<table>
<thead>
<tr>
<th>Methods</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tell</strong></td>
<td>Information (oral or written) about the skill. Most are auditory in nature but can be visual. Example: guest speaker or data collection (students give their responses to a question). Use in all R.O.P.E.S. steps.</td>
</tr>
<tr>
<td><strong>Show</strong></td>
<td>Demonstration of the skill, visual in nature. E.g., actual demonstrations or charts. May occur simultaneously with the Tell method. Use in all R.O.P.E.S. steps.</td>
</tr>
<tr>
<td><strong>Do</strong></td>
<td>Application of new skill performed by students, tactile in nature. E.g., puzzles and scavenger hunts. Use in all R.O.P.E.S. steps.</td>
</tr>
<tr>
<td><strong>Repeat</strong></td>
<td>An extension of the Do method. Repeat new skill in isolation. Consider variations of it too. E.g., contests or role-play. Use in Exercise step only.</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>An extension of the Repeat method. Apply new skill to applicable content. E.g., debate or oral report. Use in Exercise step only.</td>
</tr>
</tbody>
</table>

A frequently asked question: Isn’t this simply doing the same thing in each step?

It might be the same format but the need of each learner is being met from a different perspective. Specifically, VAK is an acronym that stands for Visual (seeing), Auditory (hearing), and Kinesthetic or tactile (doing). R.O.P.E.S. capitalizes on this learning-style system to provide mastery of the new skill via the Tell-Show-Do format.
Consequently, there is reinforcement in the Tell method for auditory learners. Those learners, however, might not be as engaged during the Show activities, which is geared for more visual learners, while, the Do method actively engages kinesthetic or tactile learners.

USE VIABLE METHODOLOGIES

Regardless of the method, avoid the temptation to adhere to rigid or antiquated activities. One common “Tell” activity is the lecture. Most know, however, that students have a limited attention span during a lecture. For that reason, it is wise to vary lectures with a version of something else. Questioning, for instance, that involves talking for about ten minutes then pausing to ask preplanned questions. A student-led open-ended seminar is another alternative to maximize learning while minimizing lecturing.

The Show method should include more than the educator’s doing a class demonstration. I have used excerpts from various movies and or sitcoms. For instance, parts of the movie Crash were used to demonstrate the concepts of duty-based and outcome-based ethical theories. An episode of the sitcom “The Office” was used to illustrate the concept of performance reviews. One episode of “The Simpsons” served to illustrate proximate cause, an element necessary to prove negligence. The movie Premonition was used to illustrate the concept of critical thinking and ah-ha moments.

CONNECT TELL-SHOW-DO CONTENT

Tell-Show-Do content is inseparable from the objectives. As with learning outcomes, it’s the offspring of the course objectives. Classroom-online hybrids, for instance, have become an integral part of course designs. The Tell-Show-Do content for
such courses should align with or connect to the material in the online learning management system such as Blackboard, Desire2Learn, and Moodle. Otherwise, the lesson will not advance the particular learning objective it is supposed to. Here are a couple of examples of misalignment.

1. The course objective calls for students to differentiate common law contracts from the Uniform Commercial Code contracts, but all the Tell-Show-Do content/activities for the course apply to common law contracts.

2. The course objective calls for students to write a narrative essay, but the Tell-Show-Do content focuses on recognizing narrative paragraphs from other types of paragraphs.

**PUTTING IT TOGETHER**

**CHART 2: LESSON PLANNING & ITS METHODS**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>R.O.P.E.S. and Its Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td>Review → Overview → Presentation → Exercise → Summarize</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Cover prerequisites → Include its principle → Cover content (skill) → Practice new skill → Sum up skill</td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>Tell, Show, Do → Tell, Show, Do → Tell, Show, Do → Tell, Show, Do, Repeat, Apply → Tell, Show, Do</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>Any that align with course objectives → Any that align with course objectives → Any that align with course objectives → Any that align with course objectives → Any that align with course objectives</td>
</tr>
</tbody>
</table>
## Chart 3: Example of R.O.P.E.S. Lesson Plan With Activities

The purpose of Chart 3 is to show an example of how R.O.P.E.S. and its methods look when put together—materials not provided.

<table>
<thead>
<tr>
<th>Step</th>
<th>Content</th>
</tr>
</thead>
</table>
| **Review** | **Skill:** Write the expression of promise contained in a contract  
Contingency Skill—identify an expression of promise in a simple proposal made freely by one party to another indicating a willingness to enter into an agreement  
1. Distribute (display with the projector too) handout #1 that reads:  
   a. Read the simple proposal  
   b. Identify the person making the proposal  
   c. Find helping verb(s) [e.g. will, can, have, etc.]  
   d. Find main verb(s) that shows a definite willingness to commit or undertake an act  
   e. Say: X’s (this is the name of the person making proposal) expression of promise in this proposal is (helping verb) (action verb)  
2. Ask a student to read each step out loud to the class  
3. Write proposal #1 on white board and have a student read it to the class.  
4. Ask another student to show how he/she would complete each step with the proposal.  
5. Have all students write down (in their notebooks) the person making the proposal and the expression of promise. Answer: “I” am the person making the proposal. The expression of promise in this proposal is—will give. |
| **Methods** | **Time & Materials** |
| | 5 Minutes  
(Tell)  
Projector  
Handout # 1  
Whiteboard  
Proposal #1  
Notebook/paper |
1. **Tell the class:** If you can identify an expression of a promise, you will have identified the first of three elements that makes up a valid offer of a contract. Understanding contracts are necessary to creating sound business agreements. An expression of promise sets the stage for business owners and courts to determine whether the parties making the proposals are serious and obligated to act.

2. **Give example then show video clip**
   - Law office space: I went to an office complex and spoke with the manager. I told him I was looking for office space. He showed me the options available. He said, “I will rent you this one for $1,500 a month.” The manager is the person making the proposal and the expression of promise in this proposal is—will rent.

3. **Tell & Share:** Have the students turn to their neighbor and write down a simple proposal statement (one sentence) that includes them as the person making an expression of promise to pay for a service (any service). Have at least one student share answer. Example:
   - I will pay you $100 for legal services. I am the person making the proposal and expression of promise is—will pay.

---

**Overview**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tell the class: If you can identify an expression of a promise, you will have identified the first of three elements that makes up a valid offer of a contract. Understanding contracts are necessary to creating sound business agreements. An expression of promise sets the stage for business owners and courts to determine whether the parties making the proposals are serious and obligated to act.</td>
</tr>
<tr>
<td>2</td>
<td>Give example then show video clip</td>
</tr>
<tr>
<td>3</td>
<td>Tell &amp; Share: Have the students turn to their neighbor and write down a simple proposal statement (one sentence) that includes them as the person making an expression of promise to pay for a service (any service). Have at least one student share answer. Example: I will pay you $100 for legal services. I am the person making the proposal and expression of promise is—will pay.</td>
</tr>
</tbody>
</table>

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**Presentation**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ask students to help develop the steps for how to identify the expression of promise of a contract. Write steps on whiteboard.</td>
</tr>
<tr>
<td>a</td>
<td>Read the contract.</td>
</tr>
<tr>
<td>b</td>
<td>Identify the party making the proposal.</td>
</tr>
<tr>
<td>c</td>
<td>Find helping verb(s) [e.g. will, can, have, etc.] in the proposal of the contract.</td>
</tr>
<tr>
<td>d</td>
<td>Find main verb(s) in the proposal that shows a definite willingness to commit or undertake an act under the contract.</td>
</tr>
<tr>
<td>e</td>
<td>Say: X’s expression of promise in this contract is (helping verb) (action verb).</td>
</tr>
</tbody>
</table>

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2. Tell students the “person making the proposal” is the offeror.

3. Tell students the “helping verb and main verb” are the serious intent element of an offer.

4. Display the first contract scenario from Worksheet #1 with the projector. You read the contract scene. Have different students do steps b, c, d, and e to show the rest of the class how to use the steps.

5. Display the second contract scenario from Worksheet #1. Have a student read it. All the students should write in their notebook a sentence that includes the offeror and the element that shows serious intent (i.e. expression of promise) from the scene.

**Exercise**

1. Create groups; tell and show using similar worksheet example. (Tell & Show)

2. Have groups complete the contract worksheet #2 together (Repeat & Apply) 17-20 Minutes

3. Have students give answers to worksheet #2

**Summarize**

1. Have students write the steps for how to identify the offeror and the expression of promise in their notebooks (Tell) 5 Minutes

2. Ask a student to reiterate to the class how he/she would complete each step using one of the examples in the Worksheet # 2. (Show) Worksheet # 2

3. Ask all the students to practice once more. Use number three from worksheet #2. Have a student read their group’s scene created during the exercise. Have student give the answer regarding offeror and expression of promise. (Do) Notebook
CONCLUSION

Educators can use the R.O.P.E.S. model to enhance learning outcomes. It is simple and flexible. The model includes organization of the course content into the Review, Overview, Presentation, Exercise, and Summarize steps. Once an outline is created that way, the Tell-Show-Do format is used to structure the course material. R.O.P.E.S. accommodates multiple learning styles (i.e. visual, auditory, and kinesthetic) so that all learners can actively engage, retain, and master the course material every step of the way. The possibilities are endless regarding how each step might be executed in the classroom. Nonetheless, every part of R.O.P.E.S. planning must derive from the course objectives so that all aspects of delivery align with course purpose and design.

Try R.O.P.E.S. While the initial planning might take some time, it is worth it. As a bonus, the material is reusable. Even if the course textbook changes, the material is generally the same; if you teach Introduction to Writing, an adverb is an adverb regardless of the textbook used. This applies to any traditional or basic concept for all substantive areas.

I was trained to use R.O.P.E.S. in the late 1990s at the University of Connecticut in West Hartford while studying for my Masters in Social Work degree. Since then, I have continually used it to develop presentations in various venues, whose success is evidenced by the feedback from participants. I hope you will find it as useful as I have.
Endnotes

1 Berenson, S. R., Berenson, D. H., & Carkhuff, R. R. (1979). The skills of teaching: Teaching delivery skills (see Chapters 2 & 6). Amherst: Human Resource Development Press, Inc. The general assumption is that any information regarding R.O.P.E.S. such as: description, application, and methods used in this paper originate from Berenson et al. Additions to the model based on personal preferences are included in the paper as advisable options.

2 Publishers include McGraw Hill and Pearson Education respectively.


4 The same result (see endnote 1, p. 156).

5 The same result (see endnote 1, p. 156).

6 The same result (see endnote 1, p. 156).

7 The same result (see endnote 1, p. 156).

8 I borrow the idea of Diagram 1 from the same result (see endnote 1, p. 17). The information in it, however, is based on the Course Outline of Record for the Business Law 102 class at Ivy Tech Community College.

9 Units can come from various materials like the textbook and other course readings.

10 The same result (see endnote 3, p. 10) (Noting course preparation derives from the course objectives).


13 The same result (see endnote 12).

14 The same result (see endnote 11, p. 4).

15 The same result (see endnote 11, p. 4).

16 The same result (see endnote 11, p. 4).


18 If (skill) then (function of the skill) is a direct a quote from Berenson et al. the same result (see endnote 1, p. 34).


22 Consider copyright. Under the Fair Use Doctrine, use of another’s work-product is considered fair in some instances such as for nonprofit educational purposes.