



SPOTLIGHT ON DRAMA

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Act 1: Why Drama?



Examples of drama activities or games.



Benefits of using Drama.



Examples of Drama games or activities

“Drama takes as its starting point ‘life’ not language (...). The Drama environment builds on the personalities, energy and ideas of the participants, so is alive and always changing and evolving. One Drama idea or plan is therefore very versatile and can be used and adapted for multiple levels and ages”

Dr. Shivali Singh. English Learning Made Easy. Strategies and Approaches.



Top Tips for using Drama in the classroom

- ▶ Introduce Drama gradually, with short activities.
- ▶ Establish **freeze-commands** so that you can control the action in the room.
- ▶ Include regular moments of **rehearse, present, review and improve.**
- ▶ Be willing to participate and get involved!
- ▶ Give students time and space to experiment and rehearse.
- ▶ Leave time for reflection and feedback. The process of self and peer-evaluation builds critical thinking skills. Avoid questions about what they liked or didn't like. Instead focus on what worked and what they could improve next time.

Drama Terms **in bold** are explained in the glossary section at the end of this booklet.



Act 2: Shakespeare

“The subjects he wrote about: Love, Ambition, Power, Greed, Betrayal – They’ll never stop being relatable to every new generation. Even if the language Shakespeare used has become more difficult to decipher over time, the meaning behind his words are as modern as ever.”

Askew, K. Helmes, A. *Twisted Lit.*

“In English, rhythmic and melodic signals serve as ‘road signs’ to help the listener follow the intentions of the speaker. These signals communicate emphasis and make clear the relationships between ideas so that listeners can readily identify these relationships and understand the speaker’s meaning.”

Gilbert, J. Teaching Pronunciation.

Ideas for class:

Gestures:

- Give learners a small section of the text. Ask them to find a space in the room and attach the text to the wall in front of them so they can read and have full range of movements.
- Learners through the text slowly in a small group (4 maximum) finding a gesture or movement for each



word (the movements can be as literal or as abstract as they like). They should physicalise each word no matter how small, personal pronouns are especially important to indicate who they are talking to.

- Give learners a chance to practise and then present their lines to the rest of the class.
- Discuss how the gestures assist with understanding. Ask students to explain more abstract movements. Compare variations if some learners have had the same lines.

Physicalising the language can help with understanding and bringing the words alive. As seen with methods like TPR (Total Physical Response), this coupling of movement with language comprehension is seen as the key to language acquisition by many.

Post-it notes:

- In partners learners are given a few lines each of a dialogue.
- After reading through a couple of times ask the students to play with the stress, intonation and rhythm of the lines.
- Taking their post-its: When they read their lines and want to emphasise certain words or parts, they should stick a post-it on their partner.
- Start with post-its on shoulders. Later they could experiment with where and how the note is placed depending on what they are saying. E.g.: Gently placed on the hand for to demonstrate love or care, discreetly placed on the back to demonstrate a betrayal and so on.



This activity can help learners to work on expression and elements of voice like rhythm, intonation and pause.

Paraphrasing:

- Ask the learners to read a short section of the text in groups and try to rewrite in modern English or even their own language. Plenty of input and support will be required from the teacher here.
- Ask the learners to discuss the behaviour of the characters in the scene and their *wants* (desires, motivation, etc). It could be useful to show some clips from Youtube of the lines being performed.
- Now learners can rehearse and present their modern day (or native language) versions, with feedback and discussion from the teacher and class afterwards.
- Finally learners can be asked to return to the Shakespeare versions, keeping the *wants* in mind. Again, a discussion period after this will help learners to review the language, evaluate their own work and also the opportunity to give feedback to others.

This is a great activity to use in response to learners saying “but I don’t understand it”. It allows an exploration of the language and can help students to identify with the text. The language of Shakespeare is dense and students will likely start to see how many more words they need in order to express the meaning of the text. Returning to the Shakespeare lines in the final stage takes the learners full circle in their understanding.

Ideas inspired from workshop by *discover: National Theatre*.



Websites and resources:

farrarwilliams.wordpress.com/tag/free-shakespeare-for-kids-scripts/

Free Shakespeare extracts.

freedramaplays.blogspot.com.es/2014/01/english-as-second-language-fun-scripts.html

Fun scripts for ESL lessons and learning.

www.kidsinco.com/2009/05/

Playscripts for primary ages learners.

www.eslideas.com/home.html

A range of short scripts designed for the ESL classroom. You can find primary level scripts in the 'Kid's Zone' and secondary level in 'Abstract Scripts'.

www.youtube.com/results?search_query=horrible+histories+shakespeare

A range of videos to show in class from the popular children's educational education programme Horrible Histories which presents subjects through comedy and song. You can find a range of other historical lessons with Horrible Histories on Youtube.

www.hiphopshakespeare.com

A musical theatre production company simed at exploring the social, cultural and linguistic parallels between the works of Shakespeare and modern day hip-hop artists.



Act 3: Creative Drama

- The process is the focus
- The process starts with a stimulus: music, pictures, objects, poems, events etc.
- Enhances fluent and flexible thinking (connected to divergent thinking).

Thought Tunnels / Conscience Alleys

Used to explore contrasting thoughts and feelings of a character.

- Give your learners time to explore and discuss a dilemma / issue. (Split the learners into two groups and give them opposing attitudes).
- Learners make two lines facing each other ready to express the thoughts of the character.
- One learner passes through the middle of the tunnel. At the end they decide which side was more convincing and stand on that side.
- You can repeat the process a few times. Vary in intensity / volume etc.

Freezeframes

Take a critical moment from the situation and ask learners to create a freeze-frame.



Hot-Seating

Ask learners to prepare questions to ask a character. Share the questions with the whole class and ask learners to consider how they think the character would answer (in groups or individually). Interview the characters in the 'hot-seat'.

Glossary of Drama Terms

Freeze-frames – The action is frozen like in a photograph. Students should consider gestures, body language and facial expressions.

Hot-seating – A character is questioned by the rest of the class about their motivation, behaviour or background.

Rehearse - Present - Review – Improve – Regular opportunities to see the work in progress, allowing students to continuously reflect and improve their work and allowing the students to evaluate others.

Freeze-commands – a word or action which tells the students it's time to stop and listen to the teacher.



Drama activities or games you remember from this session.



Biggest benefits of using drama.



Drama game or activity you plan to try.





Download your free drama activities booklet from the World of Fun website!

worldoffun.cambridge.es/resources

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Come alive! Creative drama activities
DESCARGAR PDF

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Step Start

Use the activities to introduce and engage learners in the world of drama. Children can be asked to write and draw their own stories, or to act out their own stories. They can also be asked to write and draw their own stories, or to act out their own stories. They can also be asked to write and draw their own stories, or to act out their own stories.

Thought tracking

Use the thought tracking with them. It can be used to help learners to think about their own stories, or to think about the stories of others. It can be used to help learners to think about their own stories, or to think about the stories of others.

TV adverts

Use the TV adverts to help learners to think about their own stories, or to think about the stories of others. It can be used to help learners to think about their own stories, or to think about the stories of others.

Whodunnit!

Use the Whodunnit! to help learners to think about their own stories, or to think about the stories of others. It can be used to help learners to think about their own stories, or to think about the stories of others.