

Session Guide: Drama and Life Skills

Session Outline

Description

In this session learners will work in small groups to plan, write and perform a short play that describes situations of bullying and/or violence that are relevant to them. Unfortunately, bullying and violence are common in modern society and are issues learners are likely to have encountered in some shape or form. The objective is to raise awareness of these issues and allow learners to voice concerns, share experiences they might have witnessed or encountered, or provide ideas to tackle such issues. The session will be split into three stages. Firstly, learners will plan the play, identifying one or more key messages they would like to convey and structuring how the story would unfold. Learners will then write the script for the play following their plans. Lastly, they will perform their play and allow their peers to provide constructive feedback for their work.

Session Objectives

The objectives of this session are to:

- Reflect on important challenges to daily life that many face and which affect us directly or indirectly.
- Be able to draw a plan for a play and understand the importance of planning before writing.
- Write a short script for the play.
- Play their script in front of the whole group.
- Provide constructive criticism to other learners' work, also (if available), using technology (video or pictures) to document the play and/or the process to create it.

Expected Outcomes

By the end of the session students will have:

- Planned a piece of creative writing.
- Carried out a piece of creative writing.
- Built self-awareness and self-esteem through drama.
- Commented on other learners' work.
- Developed skills in using technology (through the teacher's or their own devices).



Areas involved

- Citizenship
 - Values formation
 - Social responsibility
- Language
 - Writing
 - Public speaking
- Creative arts
 - Drama
- Life skills
 - Stop bullying and violence
 - Communication

Planning

Objectives

To be able to draw a plan for writing a play. To understand the importance of planning before writing.

Expected Outcomes

Students should have an outline of their piece of writing to make sure they capture the essence of what they want to write in an organised way.

Teaching Instructions

Before starting to write the script of their play, learners should think about a case of bullying and/or violence around which they wish to center their play. They should focus on one or a few key messages they want to share with the audience. They should come up with a sequence of events, a list of characters and think how the characters are going to interact in their play.

Activity

- Imagine a case of bullying and/or violence that, although not being real, could happen frequently in real life where you live, and which you can relate to.
- Define one or a few key message(s) that you would like to convey to your colleagues.



- Define a sequence of events, list of characters and their interactions.

Writing

Objectives

To be able to write a short piece of creative writing in the form of a play. To be able to follow a plan for their writing.

Expected outcomes

Students will write a short play in line with their plan.

Teaching Instructions/Activity

Write your script, trying to follow the plan set out.

Remember that:

- The plan should not be fixed and can be changed if you get new ideas while you are writing but you should try to stick to it as a guiding post.
- The writing should always be short, simple and focused.

In the script you should always:

- Mention the place where the story is happening, the list of actors and their roles (e.g. Mary, the wife. Paul, the husband etc.), their dialogues and actions (e.g. Paul bangs his fist on the table).
- Indicate when the scene changes (e.g. Now Mary and Paul are in the kitchen), when characters change, i.e. entering or leaving the scene (e.g. Paul leaves the room).

Sharing

Objectives

To be able to present their work and receive constructive criticism. To be able to criticise a piece of work identifying good points, interesting points and areas for improvement.

Expected Outcomes

Learners assign roles to each other using a voting system. Learners play their script and the rest comment on it.



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Teacher Instructions

Each group is to play their script. The other groups will then provide constructive feedback, focusing on good points, interesting points and areas for improvement. Summarise the criticism, making sure to highlight positive aspects. If technology is available, learners can take videos or pictures that may be used to provide feedback and allow the performers to view themselves perform and self assess their work.

Activity

- Each group will play their script in front of the rest of the learners.
- First, assign roles to each other using a voting system.
- You are not required to memorise the lines, unless you want to, and can read them instead. One person should provide the voice-over.
- A number of you will be required to provide feedback on good points, interesting points and areas for improvement. You may use videos and pictures to provide feedback to each other.

