

Drama Techniques for effective communication

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Workshop Presenter



Agenda

- Goals: 1.To learn about drama in the classroom 2. To practice some techniques
- How I use drama
- Working with objects
- Working with visuals
- Working with words, phrases, sentences
- Working from scripts
- Resources

What about drama in the classroom?

- Textbooks - role plays, games, stories, songs
- Apply drama techniques - improv, character analysis, interpretation,
- Skills - to improve pronunciation, rhythm, intonation
- conversational techniques, stress, concepts, e.g. crime, presentation delivery.

Working with objects - *envelope

- To encourage development of the imagination
- 6-10 objects from bags, purses, pockets
- That might be.....
- Take out photos, tickets, etc.
- Drama Techniques pg. 103

My special object

- Encourage listening and retelling
- Ask students to bring objects they like eg. Photos, CDs,
- Group the students in 3 and interview each other
- Student A describes story from object
- Student B retells the story
- Student C gives feedback on story
- Can describe the person Student B to A (pg. 101)

Where did you get that hat?

- Hats are creating a personality
- Bring in a variety of hats (Chinese hat, St. Patrick's, Mexican, tweed, beach hat, baseball hat, etc)
- Have students put on different hats to create a new character
- Have them walk the character as part of a fashion show.

Working with Visuals

- Bring a picture to life based on a photo or an art * picture. (pg. 127 or 138)
- Expresses feelings, relationships and words
- Mood pictures - Discuss the mood and create it.
- Pictures from music (pg. 136)
- Put music on and have students draw their feelings on paper. Then act out the images.

Working with Words

- * Split headlines with text.
- To encourage interaction with content. ½ headline memorized. Find partner. Then act out the headline.
- Odd news – to use fragments and news to generate storyline. Cut out many fragments from news and match 6-7 fragments to create a new story. (pg.182)

Proverbs in Action – interpret

1. Don't put all your eggs in one basket.
- 2. A stitch in time saves nine.
- 3. Look before you leap.
- 4. Every cloud has a silver lining.
- 5. A rolling stone gathers no moss.
- 6. It is no good to cry over spilt milk.
- 7. Too many cooks spoil the broth.
- 8. He who laughs last, laughs the longest.
- 9. Beggars can't be choosers.
- 10. Many hands make light work.

Real theatre

- Focus on pronunciation, intonation, voice
- * Pair up and go through script. What is the relationship between the characters? Who is more dominant?
- Discuss the subtext and themes - wedding, dating, crime, acting, etc.
- Read lines, then practice 2nd time. Perform the script.
- Elicit feedback from audience /students. (pg. 226)

Resources

- Drama Techniques
- <http://www.kaneprod.com>
- <http://www.islandnet.com/my/playscripts/playlist.html>
- <http://www.play-script-and-song.com/play-script-fables.html>
- <http://quickshout.blogspot.com/2008/09/drama-scripts-for-efl-esl-students.html>
- <http://www.eslflow.com/roleplaysdramatheatre/games.html>
- <http://www.eslcafe.com/idea/index.cgi?display:990687901-7981.txt>

More Resources

- <http://www.shambles.net/pages/learning/performing/dramaless/>
- [www.msu.edu/~ caplan/drama/walker_bibliog.doc](http://www.msu.edu/~caplan/drama/walker_bibliog.doc)
- <http://www.play-script-and-song.com/drama-lessons-plans.html>
- <http://www.eslsite.com> (see drama)