

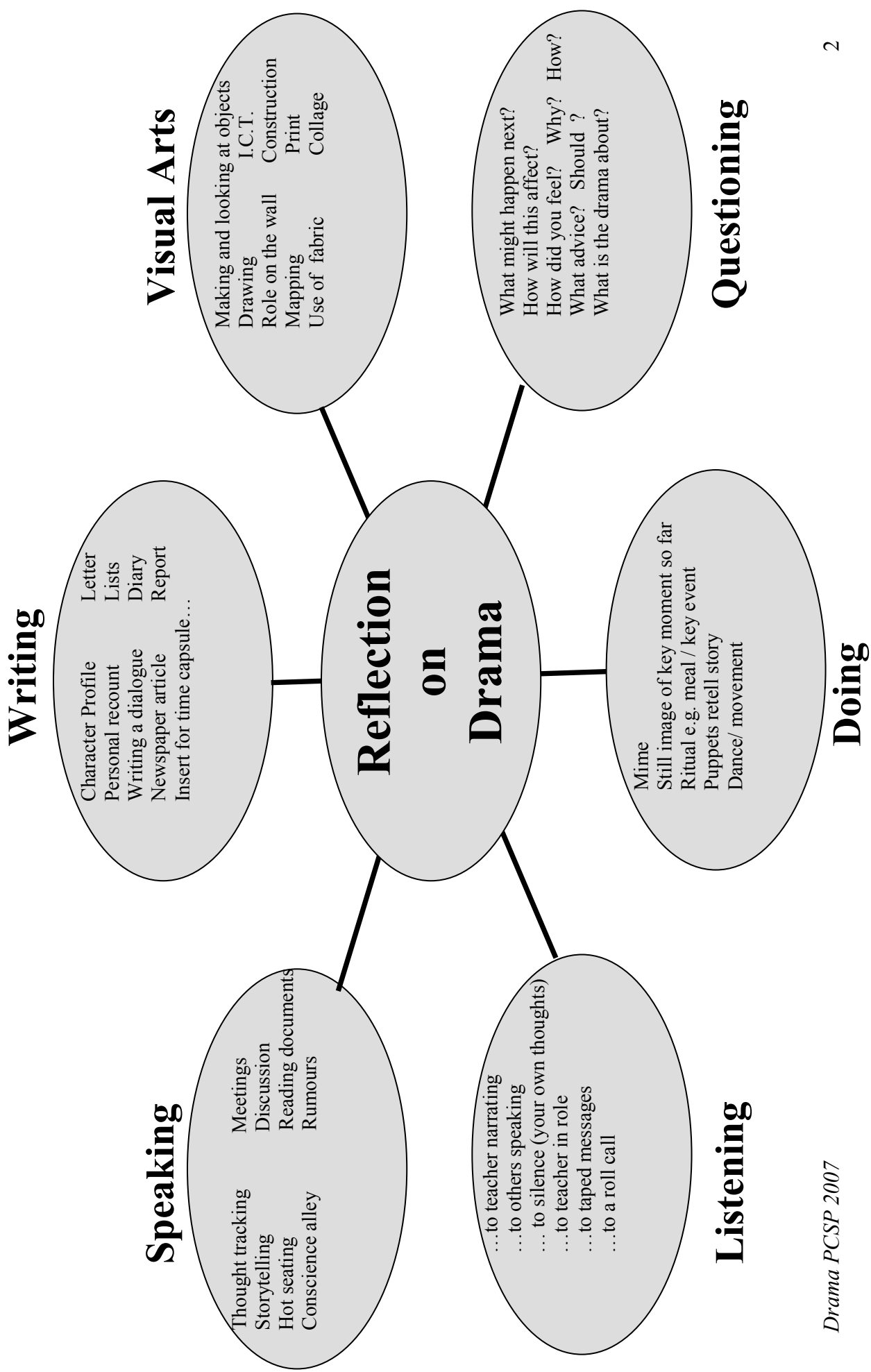
Drama Pack

Day 2





Methods of Reflection



Reflection

Some general notes

- Reflection allows the child to *stand back* from *the action* and *think more deeply* about the *theme* of the drama
- Reflection can lead to *enriched understanding*
- Reflection *challenges* easy answers
- Through reflection, *a new depth and commitment* can enter the child's work. The drama can become more *effective*
- Reflection can take place *at any point of the lesson* and not simply added on at the end
- There should be a *balance* between individual, group and whole class reflection
- Straightforward *discussion* has its place but it can be *restrictive*
- There should be a balance between reflection through visual arts, listening, speaking, doing, writing and questioning to *facilitate different learning styles*
- Reflection involves thinking about the past but it also involves imagining what might happen in the future This implies *making choices and considering consequences*
- Reflection *can be enhanced* by the use of music, fabric, objects and dimmed lights
- Reflection can develop *higher order thinking skills* such as problem solving, critical thinking and making informed judgements throughout the drama



Wondering is a key skill in reflection.
'I wonder if...?', 'Can you imagine..?', 'Supposing

Reflection

Elements of drama and matching questions for the teacher



Some *Reflection* Questions for Your Class

- What was your favourite moment in the drama? Why?
- Did you notice that you felt anyway different during the drama?
- Could you **believe in the drama**? Give some reasons for this.
- How did you help others to believe in the drama?
- Did you go into **role or character** today? Describe this to me.
- Did you notice anyone with particularly good facial expression? How did this help the drama?
- Who else was particularly good at taking on a role or character to-day? What did they do?
- Were you able to accept and keep a **brief** from the teacher?
- Were you able to make suggestions when the teacher was briefing your group?
- Were you able to imagine that you were on Lakeshore island, in another **place**?
- How did you help to define the space and re-create the island meeting place?
- Did you suggest that we use any objects or costumes in the making of the scene?
- Did you imagine and suggest anything that might have happened in the past or future? In another **time**?
- How did your suggestion about what happened in the past or future help make the drama more exciting?
- What do you imagine the next lesson in this drama might be about?
- If you had to go back in time, what scene would you suggest? What might be happening in that scene? Would the characters behave differently?
- What happened in this drama? What **action** happened?
- Did your character change because of the action? Explain
- Did you resolve the problem in the drama? Explain
- Where did the **tension** come from in today's lesson?
- How could we have added tension or excitement to the drama?
- A brief can help add tension. What brief would you give to the islanders on the boat?
- What did you learn during today's drama? What was the **significance** of today's lesson?
- What was the drama really about? (see attached Reflection questions)
- Describe the drama.....
- What was the **genre**? Comedy, tragedy, fantasy (Fifth and Sixth Classes)
 - How did you **contribute** to today's drama lesson?
 - How did you **improve** from the last drama lesson?
 - How can we **improve** our drama work in our **next lesson**?
 - Finish the sentence... `What I liked about to-day's drama was... .. ?'

Reflection objectives and matching questions for the teacher

Sample of Teacher's Questions which develop prediction

- “What might happen next?”
- “How might this affect....?”
- “What are the consequences for the villagers ?”
- “Can you suggest a different way...?”
- “What if... ? ” "Supposing... ?”
- “I wonder if ..”
- “Can you imagine the next scene... ?”

Strand Unit Objective: *"reflect on a particular dramatic action in order to create possible, courses for the action that will reflect more closely the life patterns and issues being examined"*

Sample of Teacher's Questions which develop a link between story, theme and life experience

- “Can you summarise the story of the drama (so far) in one sentence?”
- “What have you discovered about yourself or the island villagers today?”
- “What is the message of this drama, the moral, the theme?”
- “Does this remind you of anything you have read in a book or seen in a film or television?”
- “What crossed your mind as you watched this drama moment?”
- “Could this moment happen again? Explain”
- “Why is it that we sometimes feel strangely excited during drama?”
- “What might be your worries as you watch this scene?”
- “Is their life then like our lives now?”

Strand Unit Objective: *"learn, through drama, the relationship between story, theme and life experience"*

Sample of Teacher's Questions to develop hypothesis... to draw conclusions

- “I wonder what motivated some of the villagers to stay?”
- “Put a caption on that scene”
- “I wonder what this drama tells us about life on an island?”
- “What might the neighbours be saying?”
- “Should the villagers have listened to their leader?”
- “What advice would you give the villagers now?”
- “Why is this an important drama? What is at stake?”

Strand Unit Objective: *"use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people"*

Reflective questions can be asked at any point of the lesson and not simply at the end



Jane and the Treasure Map

Lesson 1

Content: Family Values	Stimuli: Story (Jack and the Beanstalk)
Organisation: Groups 4/5	Approaches: Hidden brief
Objective(s): ~ Develop the ability to play in role as an integral part of the action ~ Develop the ability, in role, to co-operate and communicate with others in helping to shape the drama	
Game/Warm-up: Slow-mo Samuri	
Development: Playground Games in groups. Hidden brief to Jane – ‘no money’ Hidden brief to other children – ‘going to the cinema’	
Reflection: How does Jane feel? What could she do? How could she raise the money?	

Lesson 2

Content: Family Values	Stimuli: Story
Organisation: Whole Class Teacher in Role with children interacting	Approaches: Visualisation, Thought tracking Teacher in Role
Objective(s): ~ Develop awareness of how he/she, as part of a group, helps maintain focus in the dramatic action. ~ Develop the ability to reflect on the action as it progresses	
Game/Warm-up: Market Soundscape	
Development: Visualisation of Jane in the market with reflection built in. Thought-tracking of visualisation. TiR – Jane – ‘friend look after my cow’ TiR – Peddler – chat to the friend, offer to buy the cow, give friend treasure map.	
Reflection: Through Visualisation	
Cool Down Activity:	

Lesson 3

Content: Family Values	Stimuli: Story
Organisation: Whole Class Pairs	Approaches: Teacher in Role Whole Class Improvisation
Objective(s): ~ Develop the awareness of tension in the drama ~ Share insights gained while experiencing the drama	
Game/Warm-up:	
Development: TiR – Jane – discovers cow is sold. Improvisation – Persuade Jane it was the right choice. Paired Improvisation – Jane and mother – Hidden brief s	
Reflection: How will Jane’s mother react? Reflect before activity.	
Cool Down Activity: Still Image of Jane and mother arguing	

Lesson 4

Content: Family Values	Stimuli: Story
Organisation: Whole class	Approaches: Teacher in Role Improvisation
Objective(s): ~ Develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama. ~ experience how the use of space and objects can help create the reality of make-believe world.	
Game/Warm-up:	
Development: TiR – Jane’s mother – Jane and the treasure map are missing. Children need to help. Where might Jane be? Recall map. We are going on a journey. Improvise the preparation. Improvise the journey itself. TiR – Discover entrance to the castle.	
Reflection: Visual art – Recall and re-create the treasure map.	
Cool Down Activity:	

Lesson 5

Content: Family Values	Stimuli: Story
Organisation: Whole Class Small Groups	Approaches: Visualisation Thought Tracking
Objective(s): ~ Experience how the fictional past and the desired fictional future influence the present dramatic action. ~ experience the relationship between story, theme and life experience.	
Game/Warm-up:	
Development: Visualisation of the tunnel and the interior of the castle. TiR – Jane – wants to stay in the castle. Collective Role – Convince Jane to go home.	
Reflection: Through the drama - Why should Jane go home?	
Cool Down Activity: Still Image of re-union when Jane arrives home.	

A Dilemma in Lakeshore

Lesson 1 *Introducing the family*

Content: Change - Emigration	Stimuli: Music, Props
Organisation: Whole class visualisation Small groups	Approaches: Narration with Music – Visualisation Still Image/improvisation
Objective(s): ~ Discover how the use of space and objects can help in building the context and in signifying dramatic themes.	
Game/Warm-up: Visualisation with music	
Development: Defining our roles within the family grouping Sculpt the family – into improvisation Use of prop to gain insight into characters within the families.	
Reflection: Through the drama <ul style="list-style-type: none"> – use of objects allows us to empathise and gain insight into characters – Visualisation reflection; What do we know so far? Where is the story set? Etc. 	
Cool Down Activity:	

Lesson 2 *A Meeting with the Mayor*

Content: Emigration	Stimuli: Recap on previous lesson
Organisation: Whole Class Teacher in Role	Approaches: Defining the space Hidden Briefs
Objective(s): ~ learn, through drama, the relationship between story, theme and life experience.	
Game/Warm-up: Defining the space for the meeting	
Development: Brief 4 – 5 of the villagers ‘gold mine on the island of Manangua some distance away’ TiR – Mayor – ‘We must leave Lakeshore. Collect belongings, head for the ship’ Group improvise the discussion of people after the meeting. Family groups decide on what they need to bring with them.	
Reflection: Writing in role – account of the final week in Lakeshore.	
Cool Down Activity:	

Lesson 3
The Journey to the ship

Content: Change - Emigration	Stimuli:
Organisation:	Approaches:
Objective(s): ~ use reflection and evaluation of a particular drama action to create possible alternative courses for the action	
Game/Warm-up:	
Development:	
Reflection:	
Cool Down Activity:	

Lesson 4
The Island of Manangua

Content: Emigration	Stimuli:
Organisation:	Approaches:
Objective(s): ~ Use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people.	
Game/Warm-up:	
Development:	
Reflection:	
Cool Down Activity:	

Strand Unit: Exploring and making drama

	Junior and Senior Infants	First and Second Classes	Third and Fourth Classes	Fifth and Sixth Classes
Belief	<ul style="list-style-type: none"> develop the instinct for make-believe play into drama 	<ul style="list-style-type: none"> use the ability to play at make-believe to enter fully into participation in drama 	<ul style="list-style-type: none"> enter into the fictional dramatic context with the same spontaneity and freedom that he/she has earlier applied to make-believe play 	<ul style="list-style-type: none"> enter appropriately and with facility, whether watched or unwatched, into the fictional dramatic context
Role and Character	<ul style="list-style-type: none"> develop the ability to play in role as an integral part of the action 	<ul style="list-style-type: none"> use his/her emerging awareness of the differences in people in order to begin to develop an understanding of the relationship between role and character 	<ul style="list-style-type: none"> understand the relationship between role and character and develop the ability to hold on to either role or character for as long as the dramatic activity requires 	<ul style="list-style-type: none"> extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by either the teacher, the group or himself/herself
Place	<ul style="list-style-type: none"> experience how the use of space and objects can help to create the reality of the make-believe world 	<ul style="list-style-type: none"> experience how context is built and a drama reality created through the use of space and objects 	<ul style="list-style-type: none"> discover how the use of space and objects can help in building the context and in signifying dramatic themes 	<ul style="list-style-type: none"> discover how the use of space and objects helps in building the context and in signifying the drama theme
Time	<ul style="list-style-type: none"> experience how the fictional past and the desired fictional future influence the present dramatic action 	<ul style="list-style-type: none"> experience how the fictional past and the desired fictional future influence the present dramatic action 	<ul style="list-style-type: none"> explore how the fictional past and the desired fictional future influence the present dramatic action 	<ul style="list-style-type: none"> explore how the fictional past and the desired fictional future influence the present dramatic action.
Action	<ul style="list-style-type: none"> develop awareness of how he/she, as part of a group, helps to maintain focus in the dramatic action 	<ul style="list-style-type: none"> develop the ability to help maintain the focus in the dramatic action 	<ul style="list-style-type: none"> become aware of the rules that help maintain focus in the dramatic action 	<ul style="list-style-type: none"> become adept at implementing the 'playing rules' that maintain focus in dramatic action
Tension	<ul style="list-style-type: none"> develop awareness of tension in the drama 	<ul style="list-style-type: none"> begin to see how tension adds to drama the suspense that ensures the interest of the participants 	<ul style="list-style-type: none"> begin, as a member of a group, to include in drama activity the elements of tension and suspense 	<ul style="list-style-type: none"> help to plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored
Genre				<ul style="list-style-type: none"> distinguish between various genres, such as comedy, tragedy, fantasy
Use of Script			<ul style="list-style-type: none"> begin the process of using script as a pre-text 	<ul style="list-style-type: none"> become comfortable with script and understand the basic processes by which script becomes actio

Strand Unit: Reflecting on drama

	Junior and Senior Infants	First and Second Classes	Third and Fourth Classes	Fifth and Sixth Classes
Significance	<ul style="list-style-type: none"> develop the ability to reflect on the action as it progresses 	<ul style="list-style-type: none"> use reflection on a particular dramatic action to create possible alternative courses for the action 	<ul style="list-style-type: none"> use reflection on and evaluation of a particular dramatic action to create possible alternative courses for the action 	<ul style="list-style-type: none"> reflect on a particular dramatic action in order to create possible alternative courses for the action that will reflect more closely the life patterns and issues being examined
Significance	<ul style="list-style-type: none"> experience the relationship between story, theme and life experience 	<ul style="list-style-type: none"> experience, through drama, the relationship between story, theme and life experience 	<ul style="list-style-type: none"> learn, through drama, the relationship between story, theme and life experience 	<ul style="list-style-type: none"> learn, through drama, the relationship between story, theme and life experience
Significance	<ul style="list-style-type: none"> share insights gained while experiencing the drama 	<ul style="list-style-type: none"> share insights while experiencing the drama or insights that arise out of the drama 	<ul style="list-style-type: none"> use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people 	<ul style="list-style-type: none"> use the sharing of insights arising out of dramatic action to develop the ability to draw conclusions and to hypothesise about life and people

Strand unit: Co-operating and communicating in making drama

	Junior and Senior Infants	First and Second Classes	Third and Fourth Classes	Fifth and Sixth Classes
	<ul style="list-style-type: none"> develop the ability, out of role, to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, out of role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, out of role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, out of role, the ability to co-operate and to communicate with others in helping to shape the drama
	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and to communicate with others in helping to shape the drama 	<ul style="list-style-type: none"> develop, in role, the ability to co-operate and communicate with others in helping to shape the drama
		<ul style="list-style-type: none"> develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made 	<ul style="list-style-type: none"> develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made 	<ul style="list-style-type: none"> develop fictional relationships through interaction with the other characters in small-group or whole-class scenes as the drama text is being made
		<ul style="list-style-type: none"> re-enact for others in the group a scene that has been made in simultaneous small-group work 	<ul style="list-style-type: none"> enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work 	<ul style="list-style-type: none"> enact spontaneously for others in the group a scene from the drama, or share with the rest of the class a scene that has already been made in simultaneous small-group work

A Profile of My Character

My Characters Name: _____

Age / Date of Birth: _____ / _____

What kind of house do I live in? _____

My nickname is: _____

One thing everyone knows about my character:

My main hope for the future is that:

What have I discovered about myself in this scene?

I wonder what might happen next?

1) _____

Or

2) _____


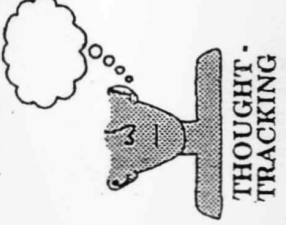
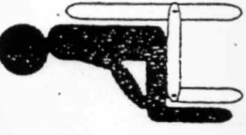

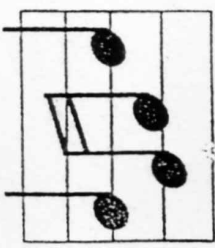

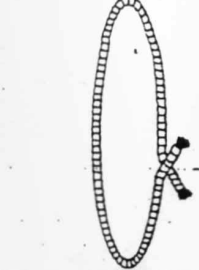
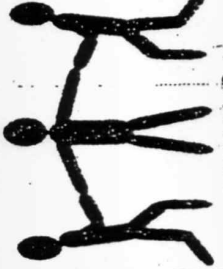

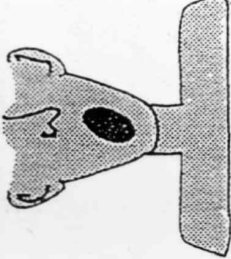
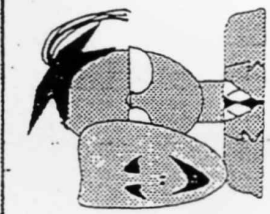


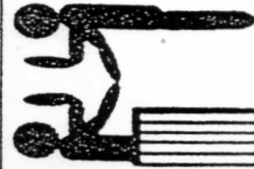

What was this scene really about?

The benefits of Drama are:

- I can learn to participate and be part of a group.
- I can learn to take my turn and cooperate with others in a group activity.
- I can develop my communication and social interaction skills in a range of contexts
- I can learn to make choices and decisions.
- I can gain confidence, satisfaction and self-esteem from seeing my responses and initiatives acted upon by others.
- I can develop a range of emotional responses to situations and begin to come to terms with my feelings.
- I can become more aware of the impact of my feelings, actions and behaviour on others.
- I can become aware that other people may have a different perspective and begin to empathise with their feelings.
- I can learn how sequences of events are connected.
- I can gain access to subjects that deal with human experience, which might otherwise remain remote.
- I can develop my understanding of symbolism and representational thought.
- I can develop creative, flexible thinking and apply this relevantly and purposeful.
- I can explore and take risks within the make-believe, and learn to embrace the unexpected.
- I can apply practical skills, concepts and factual knowledge in relevant contexts similar to real life.
- I can learn to associate having fun with taking part in a shared group experience with other people.
- I can learn to enjoy and appreciate being part of an audience.
- I can develop higher order thinking skills, such as, synthesising, predicting, hypothesising inferring and critical thinking.
- I can develop oral language.

Drama Strategies

Neelands, J. Also refer to Drama Teacher guidelines Pages 97 & 98

<p>1</p>  <p>STILL IMAGE</p>	<p>2</p>  <p>THOUGHT-TRACKING</p>	<p>3</p>  <p>HOT-SEATING</p>	<p>4</p>  <p>CONSCIENCE ALLEY</p>	<p>5</p>  <p>SOUND-TRACKING</p>
<p>A</p>  <p>CAPTION-MAKING</p>	 <p>DEFINING SPACE</p>	 <p>LIVING PICTURE</p>	 <p>MIME</p>	 <p>NARRATION</p>
<p>C</p>  <p>TEACHER-IN-ROLE</p>	 <p>BRIEFING</p>	 <p>SMALL GROUP IMPROVISATION</p>	 <p>RITUAL</p>	 <p>FLASHBACK</p>

