



Drama and Language Learning - exploring identity through physical movement

Virginia (Gini) Lockhart-Pedersen & Sudha Menon Eng



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What does the term 'drama' mean to you?

As we get started, write a few key words and note it
on the mind-map on your table.



Who are we?



Virginia (Gini)
Jean Lockhart-
Pedersen



Sudha Menon
Eng



Plan for the workshop

- Activity
- Performative Pedagogy
- Activity -Reflection /LK20
- What is drama?
- Activity-Reflection/LK20
- Questions/comments



Emotional Check in



| | | | | | |
|-------------|------------|-------------|--------------|--------------|-------------|
| amazed | aggravated | anxious | appreciative | angry | accepting |
| attractive | awful | awestruck | blissful | disenchanted | calm |
| bold | chilly | bashful | contented | distressed | confident |
| brave | dejected | cautious | ecstatic | glum | cool |
| bubbly | dirty | composed | elated | gloomy | earnest |
| cheerful | dreadful | easygoing | glad | grumpy | easy |
| comfortable | heavy | horrified | happy | grouchy | evenhanded |
| delightful | irritated | intelligent | joyful | miserable | indifferent |



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Performative Pedagogy



- Includes **embodied**, participant-led, solution-oriented, **multiple voiced** opportunities for reflection and dialogue (Freire, Bandura).
 - Role-playing, debates, drawings, presentations, rap, dance or any other activity where students must actively and aesthetically *perform* their learning.
- Combines physical, cognitive and **emotional experiences** for learning (Illeris) .
- Requires **a social act** – collaborative projects and social interaction (Vygotsky).
- Requires **reflection** on the experience (Dewey).

<https://tom-godfrey.com/2023/01/03/performative-pedagogy-and-teacher-education/>
Bjørnstad, G.B. & Ellinggard , S.N. (Ed.), (2023), *Performative Innganger til Undervisning*. Underversitetsforlaget.



Example of simple name activities



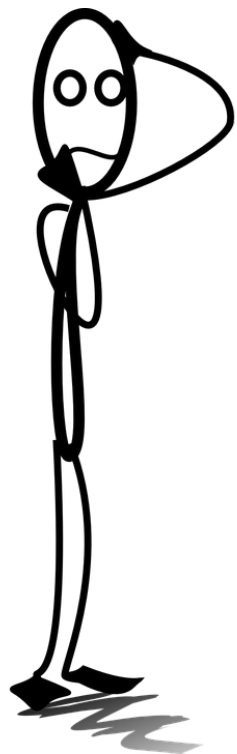
Kaitlyn Fred
Ava Harry Chloe
Sydney Sapphire
Alesha Dylan
Fiona Vikram
James Daniel Noah Ewan Will
Evie Eve

- Name only + repeat
- Name, action + repeat
- “High-Five” cross circle

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Reflection



What language competences have we worked on?

How might these activities help pupils explore their identity?

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The LK20 connection- Core Curriculum



The teaching and training shall ensure (*the pupils*)

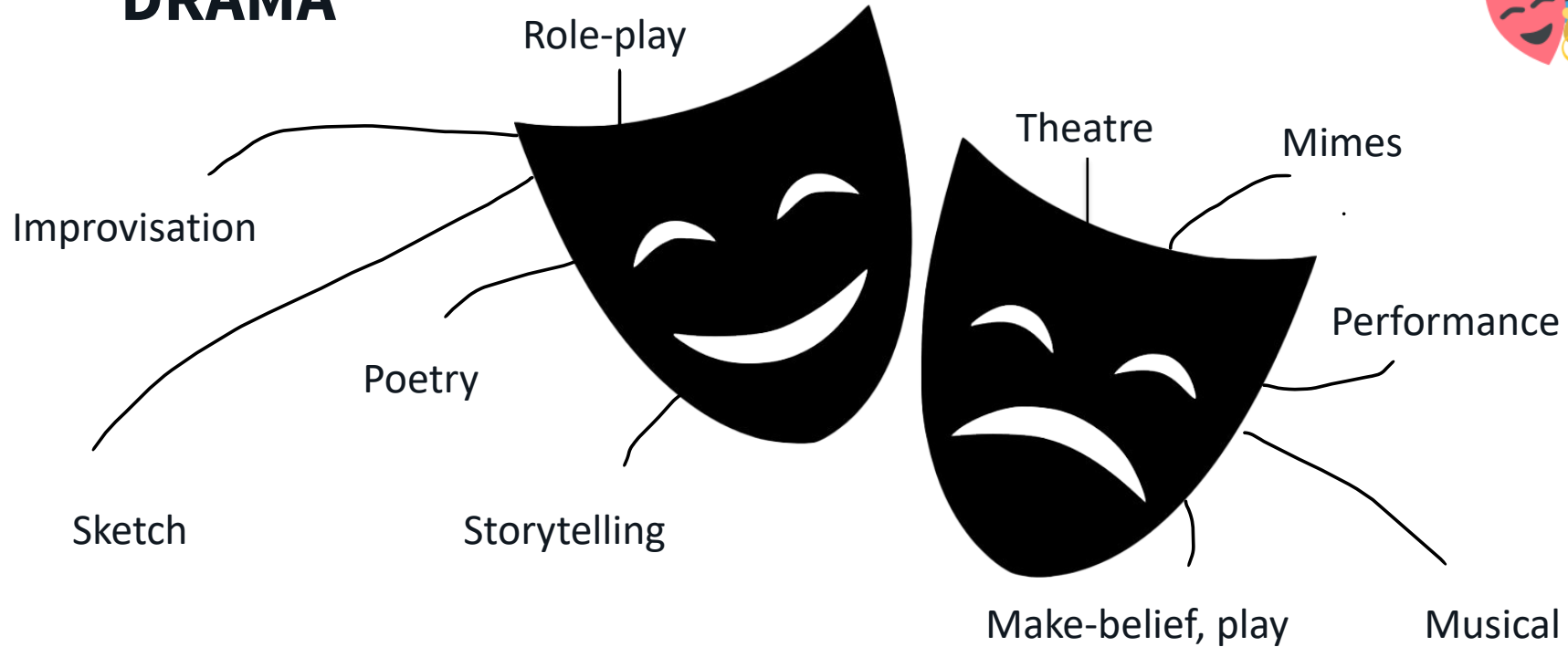
- (*can*) use language to think, create meaning, communicate and connect with others. (§1.2)
- (*have*) the ability to deal with thoughts, feelings and relationships. (§2.5.1)
- (*experience*) the opportunity to express themselves and interact in authentic and practical situations. (§2.5.1)

DRAMA





DRAMA



DRAMA



➤ Drama in the language classroom

- use of drama as a valuable pedagogy for language learning
- captures the imaginations of pupils by way of doing

➤ LK20

- the importance of play: “...play is necessary for well-being and development, but in education as a whole, play provides opportunities for creative and meaningful learning” (Udir, 2020)

➤ Incorporating simple elements of drama/role play in language learning

- using language to support the 4 key skills
- Dewey’s ‘learning by doing’- encourages creativity, taking active part in their own learning
- relationship drawn between play and cognitive development supplements pedagogical gains such as emotional and social skills pupils derive from dramatic play and drama techniques.



LITTLE RED RIDING HOOD (LRRH) “WHO AM I?”


- › In groups, present a simple sketch on LRRH *with a twist*.
- › Read the instructions sealed in envelopes on your tables.
- › 10 minutes to prepare, 2 minutes to present for each other.
- › You may use the props on the table.



Picture courtesy of: [learning-theories.com](https://www.learning-theories.com)



Colour cards and characters

- Red:** LRRH (group leader/spokesman)
 - Pink:** Mum (ensures that the group has the relevant props/material needed)
 - Blue:** Grandma (time-keeper)
 - Green:** The Wolf (ensures that everyone speaks in English)
 - Yellow:** The Hunter (encourages and ensures that every member is ok)
-  **Extra** (ensures that the group is creative)



The show will begin in 10 minutes!

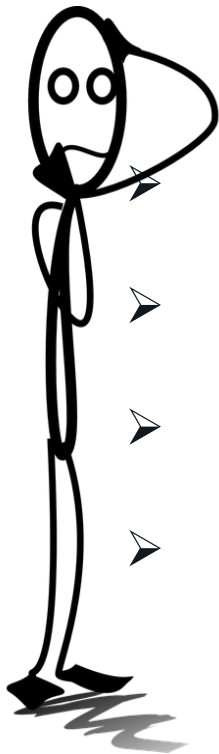


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The show begins...

Reflection



What language skills have we been working on?

➤ How can you adapt to fit your pupils' needs?

➤ How might this activity help explore identity?

➤ Learning points? Moral of the story and its relevance in today's digital age?

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Two closing activities

Freeze Frames and Thought Tracking



1



2



3



4

Some thoughts

- Easy entrance activities
- Remind the of the language they are using
- Offer “out” options - lighting

QUESTIONS and COMMENTS?





Resources for working with identity and bullying

- <https://filosofiiskolen.no/?s=identitet>
- <https://www.unicef.org/end-violence/how-to-stop-cyberbullying#4>
- https://www.youtube.com/watch?v=-5PZ_Bh-M6o
- <https://youtu.be/mBwf-VPZqDs?si=6QyCvgrmsYMt7e6S>
- https://youtu.be/Fw7FhU-G1_Q



Resources for performative pedagogy

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- Østern Ana-Lena (Ed.). (2021). *Teaching and Learning through Dramaturgy. Education as an Artful Engagement*. Routledge.
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Take-aways and Exit Tickets



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- What from today's workshop will you discuss with your colleagues when you get back to work?
- Is there any activity you will try out in classroom next week? Evt. which one?
- What would you like to learn more about?

Want more ideas? Please contact us!!
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Conference evaluation



Thank
You

The image features the words "Thank You" in a cursive, 3D font. The text is rendered with a vibrant rainbow gradient, transitioning from red on the left to purple on the right. Each letter has a distinct 3D effect with a shadow cast beneath it, giving the impression of floating or standing text. The background is plain white.