



PART 6

(2 hours & 30 minutes)

BELL Beyond's

ONLINE TEACHER COURSE

2018/19

6 – Drama in the Classroom

In English lessons we focus on learning the vocabulary and the basic use of it. However, an important part of speaking a foreign language is **communicating** with others and practising how to use the language.

- Up to 70% of **communication** is non-verbal.

We use the following non-verbal ways to communicate:

- Gestures
- Body language
- Facial expressions
- Voice expression

Students should learn and practice how to use the English language to communicate with others effectively.

DRAMA IN THE CLASSROOM is a great way to develop these non-verbal communication skills.

We can include **DRAMA IN THE CLASSROOM** with students of all levels and ages.

We can focus on –

- New vocabulary
- Pronunciation
- Roleplay activities
- Conversation



Why do we include **DRAMA IN THE CLASSROOM?**

- Drama activities improve understanding of the English language.
 - Drama activities develop confidence, teamwork and social skills.
 - Drama activities improve expression and non-verbal communication.
 - Drama activities are accessible for all learners; auditory, visual, and kinaesthetic.
 - Drama activities make learning English exciting and interactive.
 - Drama activities are FUN!
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One of our favourite drama activities at BELL is...

INTERACTIVE STORYTELLING

It can sometimes be difficult to engage students during listening activities. **INTERACTIVE STORYTELLING** is a fantastic way to engage and interact with students:

- Students need to listen carefully
- Students need to recognise key words
- Students need to perform actions and sounds that support their understanding of the key words.



INTERACTIVE STORYTELLING is a brilliant time to get dramatic and have fun in the classroom.

As the teacher, you can have lots of **FUN** while telling the story.

The more fun that you have, the more fun your students will have!

- You can use **INTERACTIVE STORYTELLING** in the classroom with (almost) any text.
- It doesn't always have to be story – you can apply the same style and structure to any text-based activity.

INTERACTIVE STORYTELLING is a great **TPR** (Total Physical Response) activity that encourages students to actively learn in the classroom.

LISTEN to **Recording #10** to find out about **BELL's Step-by-Step Guide** to an interactive storytelling activity.

COMPLETE the **Quiz #6** on why and how to run a drawing dictation activity.



Follow-up **INTERACTIVE STORYTELLING** Activities –

Below you will explore activities that are wonderful to conclude an INTERACTIVE STORYTELLING activity.

HOT SEATING

- *You, the teacher*, sit in the “hot seat” (a chair at the front of the class) and explain to the students that you will now become a character from the story.
- Students ask the character (*you*) questions.
 - For example: “What is your name?”
 - “How old are you?”
 - “Where are you from?”
 - “Do you like...?”
 - “What’s your favourite...?”
- *For older classes – students can rotate being the character in the “hot seat”; becoming a character and answering questions as that character.*
- *Encourage the students to be as creative as possible with their questions and answers.*

This is a brilliant activity to practice questions and answers.

A DAY IN THE LIFE

- Students find a space in the room.
- Give all the students the same character from the story.



- Ask the students to think about that character; how do they move, what do they like/dislike etc.
- Call out times and ask the students to show you what the character is doing at that point during the day.

For example: “8 o’clock”

- Is the character asleep?
 - Is the character eating breakfast?
 - Is the character tired?
 - Is the character happy or sad or excited?
- *Encourage the students to be as imaginative as possible when creating the character’s personality and daily routine.*

This is a great activity to develop expression and non-verbal communication skills.

MAKE A PICTURE

- Students divide into pairs or small groups.
- Give all the groups the same word, character or scene from the story.
- Students need to create this with their bodies, as a group.
- Give them 10 seconds to get into position and FREEZE!

For example: “House”

“Wicked witch”

“Hansel and Gretel eating the chocolate house.”



- Give everyone a chance to see each other's pictures.
- Ask the students questions appropriate to their level – “Who are you?” “How do you feel?” “What are you doing?”
- You can use these pictures as a starting point to act out a scene from the story in English.

This is a fantastic activity to improve teamwork skills and improve understanding and comprehension.

COMPLETE the *Evaluation*.

Lead an interactive storytelling activity with one of your classes, using BELL's Step-by-Step Guide (*Recording #10*).

After, introduce one of BELL's follow-up activities (as detailed above).

Fill-in the feedback form to evaluate the activity.

You can purchase BELL's

HANSEL AND GRETEL

INTERACTIVE STORYTELLING video and activities through

BELL Beyond's Online Market:

<https://bellbeyond.com>