

Christmas play

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TOPIC: Believe in yourself- Christmas play

GRADE: 6th

APPROACH: drama technique, story telling , role plays

DURATION: 90 minutes

Summary: Short summary where you briefly mention the trend used for this learning scenario (project based learning, flipped classroom etc), the related subjects if it's a transdisciplinary approach etc

Students are supposed to use drama to play their roles in the Christmas play. The script is about Santa's helpers and their complexes. Students can identify with the characters and their drawbacks. This plot is to help students accept the fact that we are all different and that makes us special and unique. Moreover, the topic of the play is a great opportunity to discuss the topic of complexes and relations between teenagers. Vocabulary, pronunciation, and finally speaking practice are the most widely promoted competences during the entire lesson. The lesson involves different teaching approaches as well. Drama technique allows learners to use foreign language in an emotional and a funny way. The students are asked to choose the best role for them. It is especially beneficial for less-skilled learners and SEN students, those with dyslexia in particular since they encounter problems with spelling and have weaker phonological skills. Some rehearsals give them the feeling of confidence. At the beginning they can have a script translated into a mother language too. The teacher also asks students to move around the class, use body language which is also an element which combats boredom and gives students an opportunity to do a physical activity (good for ADHD students). The other outstanding element of using drama techniques are costumes and gadgets.

Learning Objectives, Skills and competencies:

What are the main objectives? What skills will the learner develop and demonstrate within the scenario? (e.g. 21st Century Skills).



FAR BEYOND THE BARRIERS SCENARIO

Students will acquire new vocabulary (adjectives describing appearance, too/enough) and develop speaking skills. What is more, the students practise reading comprehension using a script to learn useful language and grammar structure in a meaningful cultural context. Another aim is to promote learning English as a foreign language in an engaging and communicative way by means of using drama as an approach in teaching and familiarize students with all types of learning difficulties with various types of emotions. A subsidiary aim is to create a pleasant Christmas atmosphere. What is more, the students are going to increase their communication skills and develop their confidence in using a foreign language as there are plenty of activities and opportunities for them to use English in role plays. Collaboration is another vital ability, which is an obvious element of drama. Interestingly, the elements of critical thinking and creativity can be also noticed at certain stages of this lesson. Finally, it should be mentioned a psychological aspect of the lesson because it touches on the topic of complexes and relations between teenagers.

Learners' role:

What sort of activities will the learner be involved in?



FAR BEYOND THE BARRIERS SCENARIO

Learners are involved in various types of exercises. They work individually to answer the teacher's questions about Christmas, the main idea of the play. They also collaborate with other students to play their roles.

Tools and Resources

What resources, particularly technologies, will be required?

The script of the play, costumes, gadgets, crayons, pieces of paper and a worksheet with the pieces of dialogues.

Learning space

Where will the learning take place e.g. school classroom, local library, museum, outdoors, in an online space?



FAR BEYOND THE BARRIERS SCENARIO

The learning will take place in a school classroom or a school drama club as a school performance.

Far Beyond the Barriers Scenario Narrative

Describe in max 10 sentences the main ideas of the scenario

The main idea of the lesson is to promote learning English as a foreign language in an engaging and communicative way by means of using drama. Drama technique is especially dedicated to students with dyslexia and ADHD. This approach gives them the feeling of confidence, opportunity to speak and collaborate and breaks the boredom. During the lesson the elements of critical thinking and creativity appear when the students share their opinions about peer relations and the problem of complexes mentioned in the play. Finally, there is a psychological aspect of the lesson too. The play touches on the topic of people's drawbacks but the main motto is about everyone's specificity and uniqueness.

Learning Activities

Warm-up activity	The students are asked to list symbols of Christmas and tell what they do during Christmas.
Collaborative work	Students choose one Christmas item that they identify with the most and draw it on the piece of paper. Then students make a snowball out of this piece of paper and have a quick paper snowball fight. Students are asked to pick one paper snowball, put it in their pocket and try to find other students with the same item by asking questions e.g. "Have you got a..?"/ " I've got a...What have you got?" Feedback: students gather in groups with the same items and decide why others drew it.

FAR BEYOND THE BARRIERS SCENARIO

Investigation work	Students are led in the context of the play. Then context checking questions are asked by the teacher: What are your positives ? What are you good at ? Do you know people who think about themselves in a negative way?
Practice work:	The students read the script up to the line in. They are familiar with the text, vocabulary and grammar structures. It should be mentioned that the teacher gives the students an opportunity to choose their roles.
Producing work	The students are involved in playing their roles.They use body language, emotions to play the roles. Collaborative work is an essential part of this stage.
Discussion	The teacher discusses the roles with the students but only in a supportive way. The other activity is connected with doing worksheets with speech bubbles (dialogue lines- who said that?). Students complete it without looking at the text, then check it. Finally, the teacher asks some questions; Is it good to think about yourself in a bad way? How to support people? Do you agree with Mrs Santa`s motto: Believe in yourself! You are different but great!
Presentations	The play can be presented for other students as a school play close to Christmas time.

FAR BEYOND THE BARRIERS SCENARIO

Assessment and feedback	The teacher monitors their work during talking activities and a drama production, The teacher helps whenever necessary and presents feedback after learners' production and presentation. After the lesson the students assess it by completing a Google form feedback survey.
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1. Script of the play

https://www.canva.com/design/DAFUqzaJO6U/YTimWkFOx2qIMQ9VsmUUjw/view?utm_content=DAFUqzaJO6U&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

2. Worksheet

https://www.canva.com/design/DAFUq7kcoUI/I7H6rvjniRsfwJCO2i-kZw/view?utm_content=DAFUq7kcoUI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

3. Assess survey -Google form



Funded by the
European Union

