

Integrating Global Competencies Across the Curriculum

Drama: Connecting students to the learning, to 21st century
competencies

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Since arts experiences offer other modes and ways of experiencing and learning, children will have opportunities to think and feel as they explore, problem solve, express, interpret, and evaluate the process and the results. To watch a child completely engaged in an arts experience is to recognize that the brain is on, driven by the aesthetic and emotional imperative to make meaning, to say something to represent what matters.

The Arts Go to School, David Booth and Masayuki Hachiya, eds.
(Markham, Ontario: Pembroke Publishers, 2004), p.15

Tell me, and I will forget.

Show me, and I will remember.

Involve me, and I will understand.

Confucian Proverb

A story about your name

- Turn to a person beside you and introduce yourself.
- Share a very brief story about your name. (e.g. the meaning of your name, if you are named for someone, your feelings about your name etc.)

Stand if:

If you are comfortable sharing we want you to think about the following and stand if it is particular to you.

Stand if :

- You took the TTC here today.
- You voted in the municipal election.
- You've had a disagreement with someone in the last 24 hours.
- You find your voice getting louder in a disagreement.
- You back away from disagreement.
- You see yourself as the person who apologizes first.
- You are the peacemaker in your family.

The Text

I got mad at my mother
So I flew to the moon

“Mad” from Naomi Shihab Nye, *Come With Me: Poems For A Journey*

Interpretation and Role Play

I got mad at my mother

So I flew to the moon.

- Read the lines silently.
- Say the lines aloud.
- Think about and share with a few people around you, a few things you wonder about when you read the lines.
- Invite volunteers to share some of the wonderings.

Role Play

In this activity all of us will be in role. Playing a role does not require us to change ourselves, our voices. We can be young or old, any gender.

In playing a role, we invite you to step inside these lines, this context, for a moment. Step inside the shoes of a close friend of the mother, a person she would go to for help and advice. Imagine what this good friend might be thinking and feeling, how they might respond to the mother's concerns. We are going to play the role of mother and come to you for help, for advice. Because we are short of time can we agree that the mother is referring to her daughter? With students and more time we would negotiate the gender of the character.

Mother begins:

I am glad we could meet. I'm worried about my daughter.

Role Playing

When role-playing, we encourage students to find a place where self and other meet to create authenticity. Teachers need to help students find a balance between who they are and the imagined character they play by speaking, using language and gesture to express thoughts, feelings and attitudes beyond superficial and stereotyped representations.

Drama Schemes, Themes, and Dreams

Larry Swartz and Debbie Nyman p.14

Using Drama to connect students to 21st Century Competencies

- Critical Thinking
- Communication
- Collaboration
- Creativity and Innovation

Critical Thinking

When students are working in the process of drama, they learn and imagine new possibilities about themselves, others and their communities... Students learn about the principles of fairness, respect for others and social justice in drama education as drama invites students to critically analyze various forms of social impression by exploring a diversity of personal experiences, voices and viewpoints.

Jim Giles in *Diversity Education* (2015, p. 476)

Communication

Drama lessons can bridge the world of dramatic play, drama for learning and theatre in order to access and communicate meanings.

Patrice Baldwin, *With Drama in Mind* (2012, p. 12)

Collaboration

Working in Role is a powerful way of learning. By becoming the story and by standing in other people's shoes students can gain access to a wider range of feelings, thoughts, and ideas, and knowledge. This imaginative engagement deepens their appreciation of texts, of each other, making them more imaginative and empathetic learners.

Myra Barrs, Bob Barton, David Booth, *This Book Is Not About Drama...it's about new ways to inspire students.* P. 33

Creativity and Innovation

The People for Education's "Measuring What Matters" report *Creativity: The State of the Domain* (Upitis, 2014) suggests that creativity in schools gives "students experiences with situations in which there is no known answer, where there are multiple solutions, where the tension of ambiguity is appreciated as fertile ground, and where imagination is honoured over rote knowledge" (p. 3).

http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf

The Arts it has been said cannot change the world, but they may change human beings who might change the world.

Maxine Green