

## Teaching with Drama

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### Planning for Drama in ECE

- “It is the teacher’s classroom plans and organization, sensitivity and responsiveness to all the children, and moment-to-moment interactions with them that have the greatest impact on children’s development and learning” (National Association for the Education of Young Children, 2009, p. 8)
  - Successful early childhood classrooms are the result of careful, thoughtful and creative planning.
- Carefully planned dramas can impact development in all domains
  - Cognitive
  - Physical
  - Social
  - Character

Activity Plan	
Name of Activity:	_____
Date of Activity:	_____
Size of Group:	A) Large    B) Small    C) Pairs    D) Individual    E) Learning Centre
<b>Learning Objectives</b>	
<b>Brief Description of Activity</b>	
<b>Procedure</b>	
<b>Rules</b>	
<b>Materials</b>	
<b>Evaluation</b>	

### Learning Objectives

- “Unsuccessful lessons are often the result of teachers not being clear about their objectives” (Eggen & Kauchak, 2016, p. 522).
- **Step 1 in Planning is Always:** Identify the Learning Objective(s)
  - Learning objectives in one learning activity can/should cross subjects and domains of development
  - Learning objectives in the early years do NOT have to be behavioral, and they do NOT have to focus on mastery within the lesson
    - Young children need repeated exposure to concepts

## Learning Objectives

- Two types of learning objectives in ECE
  - **General learning objectives:** Describe general developmental skills that children will practice during the learning activity
  - **Specific learning objectives:** Describe specific concepts/skills that children will have mastered by the end of the learning activity
- Some learning activities only meet one learning objective; other learning activities may meet multiple learning objectives
  - Be realistic in the learning objectives that each learning activity addresses
- There should be a clear part of the learning activity that addresses each learning objective

## Learning Objectives

- A learning objective should:
  - Represent an important developmental skill/concept
  - Challenge the children beyond their current level of development
  - Be clearly addressed in the learning activity

## Example Learning Objectives

- Oral Language
  - **General Oral Language:** Children will develop their oral language skills.
  - **Vocabulary:** Children will learn the meaning of the words \_\_\_, \_\_\_, and \_\_\_\_\_. (Include ONLY 2 to 4 vocabulary words.)
  - **Comprehension** (Listening or Reading): Children will be able to summarize the drama.
    - Children will be able to identify the main theme from the drama.
- Reading
  - **Phonemic awareness:** Children will practice identifying the first sounds in words.
  - **Phonics:** Children will be able to identify the sound of the letters t and b.
  - **Reading Fluency:** Children will practice their reading fluency skills.

## Example Learning Objectives

- Mathematics
  - Children will be able to identify the shapes of triangle, rectangle, and circle.
  - Children will practice identifying shapes.
- Science
  - Children will be able to classify animals based on where they live (land, air, water).
  - Children will be able to describe two physical characteristics of an animal.
  - Children will practice their prediction skills.

## Example Learning Objectives

- Physical Development
  - Children will develop their gross motor skills .
  - Children will be able to thoroughly wash their hands with soap and water.
- Social Development
  - Children will develop their sharing skills.
  - Children will explain how they can share with their siblings.
- Character Development
  - Children will develop their resilience.
  - Children will know one strategy for overcoming a challenge.
- Spiritual Development
  - Children will develop wonder for God's creation
  - Children will be able to explain what peace is.

## Brief Description

- **Brief Description:** Write 1 to 3 sentences that explain the heart of the learning activity
  - It should be clear from the *Brief Description* how the activity will achieve the learning objectives
- **NOTE:** The Brief Description is for the teachers' use only. It will NOT be presented to the pupils
- **Example:**
  - *Learning Objectives*
    - Children will be able to identify three different types of birds.
    - Children will develop their fine motor skills.
  - *Brief Description*
    - Children will create stick puppets of three different types of birds. As children are coloring and cutting out their puppets, they will develop their fine motor skills.

## WE DO...

- Learning Objective
  - Children will practice their cooperation skills.
- Plan any type of drama that nurtures this learning objective.

## •YOU DO...

## Weekly Learning Objectives

*Head Start Early Learning Outcomes Framework or the National Early Childhood Curriculum for ages 0-5 years*

<b>Approaches to Learning</b> Child uses imagination in play and interactions with others.	<b>Cognition: Mathematics</b> Child knows number names and the count sequence.
<b>Social &amp; Emotional Development</b> Child engages in cooperative play with other children.	<b>Cognition: Scientific Reasoning</b> Child compares and categorizes observable phenomena.
<b>Language &amp; Literacy</b> Child attends to communication and language from others.	<b>Physical Development</b> Child demonstrates control, strength, and coordination of large muscles.

### Types of Drama

- Conventional Theatre
  - Conventional theatre by pupils
  - Conventional theatre by others
- Participatory Drama
  - Finger Play
  - Dramatic games
  - Story drama
  - Puppets
  - Role Play
- Dramatic Play
  - Symbolic Play
  - Dramatic Play Centre

## Procedure

- **Procedure:** Write a step-by-step guide of what will happen in the learning activity
  - **Participatory Drama:** Write key points of Instructions/Rules
  - **Conventional Drama:** Use the BDA Framework
    - Include key questions to ask children that will foster discussion
    - Write the definition of any vocabulary words
  - **Dramatic Play Learning Centre:** Write out the steps in the Introduction to the Dramatic Play Learning Centre

## Rules

- List any rules for children's participation in the learning activity
  - More important for Learning Centres
  - Many activities may not have rules beyond the normal classroom rules
- Examples:
  - Learning materials must stay within the learning centre boundaries.
  - Materials need to be shared with all children in the learning centre.
  - Materials have to be put back where they are found when a child is finished using them.

## Materials for Drama

- "Most effective learning comes from simple but versatile materials (bits of soft wood, feathers, cork, string, fabric, stones, clay) stored and accessible to children. The learning environment should extend children's imagination" (French, 2013, p. 36)
- Children play best with what they know best
- One important material for drama is adults
  - **Teachers:** Teachers and teacher assistants are rich resources due to their knowledge, creativity, and language
  - **Parents** can also be enlisted to help in dramatic activities

## Free Materials for Drama

Free Material	Source
Cardboard boxes	Appliance stores, Supermarkets, Shops
Carpet pieces and squares	Carpet shops
Scraps of wood	Katako
Newsprint	Newspaper boys (Suya vendors)
Scrap paper	Photostat, Offices
Pictures	Printing presses
Empty food containers	Restaurants, Hotels
Nature: Rocks, Leaves, Sticks, Seeds	The Village
Fabric scraps	Tailors, Decorators
Dress-up clothes and accessories	Parents, Community Members
Old cards, Calendars, Catalogues, Newspapers, Magazines	Parents, Community Members
Old kitchen items	Caterers, Parents, Community Members

## Evaluation

- **NOTE:** Evaluation is only done *after* the learning activity has been implemented
  - Was the learning activity successful?
  - Were children engaged in the activity?
  - Were learning objectives met?
  - What can be improved for the next time the lesson is used?