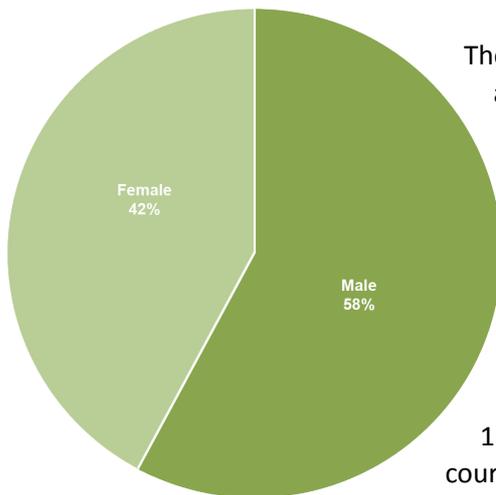


Strategic Partnership “Developing Key Competences through Drama”

STUDENTS QUESTIONNAIRE SUMMARY



The questionnaire was filled by 128 students from the 8th and the 9th grade of Escola Secundária de Rocha Peixoto, Póvoa de Varzim, Portugal. All the students are in the range of 14 years old. The sample consisted of 54 girls (42%) and 74 boys (58%).

There's a reason why we have chosen a sample of 14-year-old students.

Our school, in its Educative Project, focuses the transversal competences of our students which began to be worked since the 7th grade. In the 10th, 11th and 12th grade (high school) and in vocational courses students are supposed to have already internalized this school's culture.

In the evaluation of the different subjects 90% is for academic behavior and 10% for a component called “Participation, Interest, Attitudes and Values”, according to a chart approved by the School's Pedagogical Council.

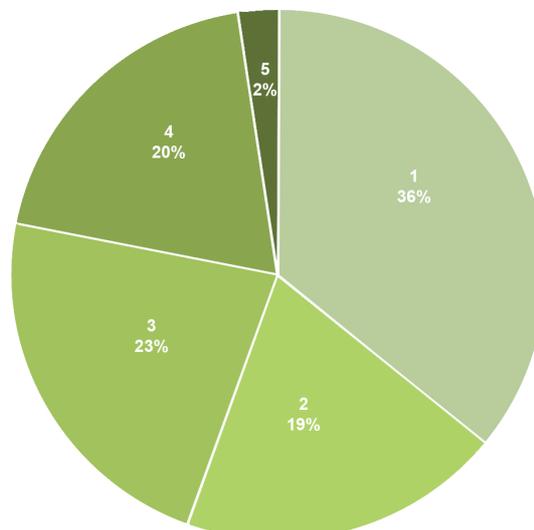
That's why we think this project is important for the younger ones.

DRAMA TECHNIQUES

1. Have you ever role-played anything in class?

More than a half of the students have had a very little contact or experienced role-play in class or even nothing at all.

About 20% had already got in touch with role-play in class many times and other 20% a few times.

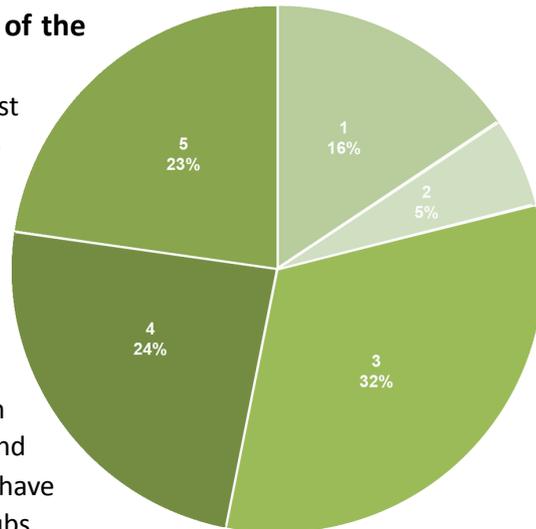




2. Role-play helps you understand the topic of the lessons better.

Apparently, contrary to what happened in the first question, 47% of students think role-play helps very much to understand and acquire competences and 32% partially agree with this statement. Only 21% see no advantage in using role-play techniques.

Only two reflections trying to understand these results: on the one hand the students come to the 7th grade from other four different schools in the municipality with different experiences and methods and on the other hand many of them have already attended performances of our Drama's clubs.

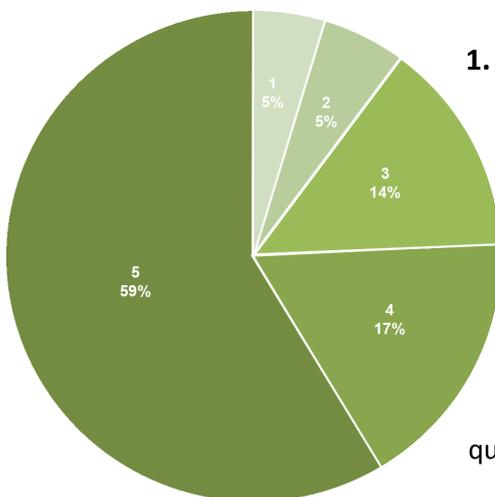


3. When you think of role-play (drama techniques) in class which 3 ideas come to your mind?

About 24% of the students are unable to express any idea linked with drama techniques. There are also 6% with a negative idea about using these techniques. However, almost 60% of the students were able to express positive ideas about role-play acting, such as: action, actors, animation, attitude, audience, better teaching, characters, commitment, communication, comedy, comprehension, concentration, confident, cool, creative, cry, culture, dance, different, dramatisation, educative, emotions, enjoyable, enthusiasm, euphemism, evolution, excitement, experience, funny, group work, happy, hate, helpful, history, improvisation, innovation, interaction, interesting, joy, knowledge, laugh, learning, liberty, linguistic skills, love, mind, motivation, new techniques, nice, opportunity, originality, performance, pretend, reading, roles, sadness, sarcasm, scenery, show, simplicity, stage, story, theatre, understanding, wisdom, writers.

It's really amazing the thick bunch of ideas the young students were able to express when thinking about drama techniques.

KEY COMPETENCIES



1. Team work is better than individual work when it comes to learning new things.

About 76% of the students recognize the main role of team work in the learning process, while 10% think team work is not important. 14% of the students don't favor any of the processes.

2. While doing group or team work which role/roles do you generally assume/like?

About 30% of the students did not understand the question or don't have an idea about their role in a



team work. It's possible this problem exists because they are very young and still building their personality.

About the other 70% they have chosen eight different roles, being the more representative the role of peer:

Creative	8,9%
ICT Expert	6,7%
Information Searcher	3,3%
Leader	17,8%
Peer	50,0%
Secretary	6,7%
Spokesman	3,3%
Work Dynamizer	3,3%

3. When you think of your gadgets (digital competences) which do you consider most helpful to learn new things: tick and explain why briefly:

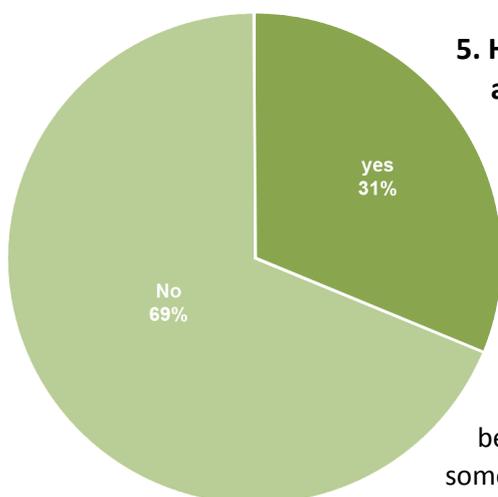
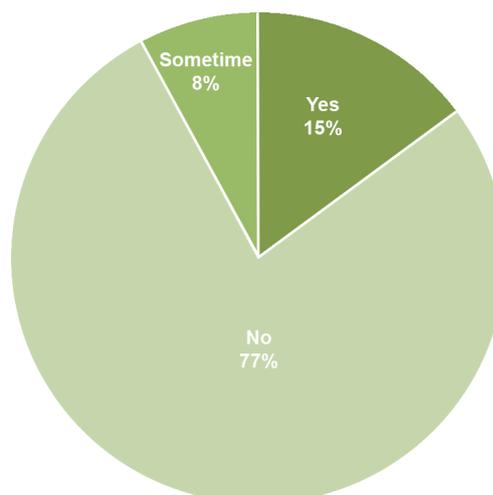
The smart-phone is considered the most helpful gadget, followed by the PC and the tablet. Only 22,7% of the students consider that the different gadgets referred (2 or 3) are equally helpful.

With the portable digital gadgets the students have easy access and search, fast information, simplicity of means and better work organization.

4. Have you ever been involved in your city life (volunteer work, social work)?

Only 23% of the students have been already involved in volunteer and social work in the city and school life (religious communities, nursing homes for old-age people, scouts, helping fire department, food collecting, accompanying colleagues with special needs and so on).

Perhaps our students are too young and families' dependents to have a bigger involvement in city life.



5. Have you belonged/Do you belong to a club/ association/artistic endeavor?

The participation of our students in clubs, associations and sports and artistic activities is better than in volunteer and social work, being around 31%.

6. If yes, please name it/them and your role there. (Cultural competences)

Most of these students participate in sport activities being players in different modalities. There are also some of them dancing, playing music and belonging to the

drama club.