



ARTEFACTS TECHNIQUE BASED DRAMA

PHILOSOPHY LESSON

Artefacts technique is a typical drama technique for educational drama in the classroom. Students present objects creating associative links to the planned content-based story that will be developed later. It is necessary the objects to be selected so as to outline the characteristic of the subsequent story.

The students, divided in groups, are given the task of presenting the topic „What is the time? “ This is a lesson included in the Philosophy curriculum for the 11th grade students. The students have to present the subject for a brief time through a series of upgrading events and emotions.

The students present various items – the yin-yang symbol, a puzzle, a wallet, an arrow, a watch and a photo. The objects are arranged in a certain sequence, which is not accidental. The goal is that students make an association to achieve the gradation of the different views of what is the time. The idea is to start from the simplest trivial associations (the time is nice or bad) and go through the personal positions and points of view on the issue (time heals, time is money) to reach new knowledge by examining some of the basic philosophical theories like the theory of Zeno that the time does not exist, the theory of Augustine for the present, and the theory of Kant that the time is a human form.

The key competencies this lesson addresses in the context of drama based on artefacts technique are communication in mother tongue and foreign languages, creativity and innovation in social context and cultural awareness and expression.

Other aims of using this drama technique are the achievement of higher educational outcomes, memorization and transformation of knowledge through associations between objects. The students have the freedom to study, explore and experiment both behavioral patterns, concepts, phenomena and events.

Through the educational performance and working in an atmosphere of free choice, creativity and imagination, each student realizes that he has an equal position, plays an important role in the overall process of putting the play and everyone is important to the others in the group. The social interaction develops trust in self and others. Emotional and friendly relationships are built between all members of the group.

Making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama based on artefacts technique. Einstein said, “Imagination is more important than knowledge.”



DRAMA BASED ON LEARNING BY EXPERIENCE

BULGARIAN LANGUAGE AND LITERATURE LESSON

The students are given the task of presenting an excerpt from the tragedy “Antigone” by Sophocles, transforming themselves into the characters. The idea of dramatizing a literary text is related to the view that the best way to learn is through experience. Going through the viewpoint of the characters as their own, the students acquire invaluable experience that expands their horizons. For this purpose, the dramatic and strenuous dialogue between Creon and Antigone is selected from the 2nd episode of Sophocles' Antigone. This play is included in Bulgarian Language and Literature curriculum for the 9th grade students.

The key competencies this lesson addresses in the context of drama based on learning by experience are communication in mother tongue and cultural awareness and expression. Dramatization enhances verbal and nonverbal expression of ideas. It improves articulation of words, fluency with language, and persuasive speech.

Other aims of using this drama technique are teamwork, empathy, and knowledge based on individual experience. Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others’ feelings and viewpoints.

The reincarnation of the students in images of people from other cultural and historical epochs improves multicultural communication and stimulates both the development of communicative skills and tolerance towards others. By completing the task, the students change their point of view on the characters, the epoch and its problems. They learn to experience the literary text, not simply to read it.

The students come closer to the understanding that no matter how different we are (even thousands of years ago), we are all the same - in our dreams, in our hearts, in our desire to be happy and good people and our empathy has the power to change the world.

ROLE PLAY BASED DRAMA

BUSINESS COMMUNICATION LESSON

The aim of role play is to enable students to develop appropriate ways of behaving in different everyday situations through first acting them out in simulated situations and having the opportunity to reflect on the outcomes of one's actions. Role play is like a game in which



individuals not only engage in 'imitating life' but also enter the 'real' world of emotions and feelings.

The students, divided in groups, are given the task of presenting the topic „Behavior rules in business environment“. This lesson is included in the Business Communication curriculum for the 11th grade students. The aim of the lesson is to master the knowledge in communication with representatives of other cultures. The business communication with representatives of Eastern cultures has specific features that will be understood much more successfully with the help of brief dramatization - role-playing.

The key competencies this lesson addresses in the context of role play based drama are communication in foreign languages, cultural awareness and expression and sense of initiative and entrepreneurship. Through this situational method, the students develop social skills and forms of behavior needed to participate effectively and constructively in the social life. The knowledge of the common rules of behavior, manners and culture is an element of social and civic competence.

The students learn to interpret situations, search for possible solutions, make decisions on what would be the most appropriate course of action and then act accordingly. Role playing can help them become more interested and involved, not only learning about the material, but learning also to integrate the knowledge in action, by addressing problems, exploring alternatives, and seeking novel and creative solutions. Role playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams.

Post-role play discussion and evaluation by the students themselves offers an excellent opportunity for teachers to assess learning gained or attitudes altered as a direct result of the experience; they may also observe changes in behavior over time as a result of testing out a particular approach during role play.