

Strategies and Skills

I. Introduction

This section focuses on the application of basic drama skills to implement preventive work in bullying in the classroom. Through drama elements introduced in class, students play various roles (including the bullies, the victims and the bystanders). This interactive role play enables them to put themselves in others' shoes so that they can understand the feelings, thoughts of others and the intention of their behaviour which will enhance their empathy and reduce the occurrence of bullying.

In addition to the drama classes, this teaching material is suitable for use in regular class teacher periods, Personal Growth Education, Life Education, and Moral Education. In view of the wholeness of the content of this teaching material, we encourage schools to adopt the entire drama education curriculum to teach students about the issue of bullying in a gradual and systematic way so as to nurture their empathy, enable them to care for and support each other, thus preventing bullying.

II. Learning and Teaching Strategies

● **Guidance and Encouragement**

To provide "guidance" to students is to use various life experiences as examples with which they can discuss, analyze and work out the solutions.

To give "encouragement" to students is to give them appreciation and due recognition so as to motivate them to engage in their learning, to freely express their views and feelings as well as to be observant and empathetic towards others' feelings.

Teachers or guidance personnel have to create a free and open environment for students to explore and reflect on themselves so as to facilitate their development.

● **Good Communication and Open-mindedness**

In order to implement drama education lessons smoothly, teachers / guidance personnel have to be equipped with effective communication skills, which include "attentive listening", "reflection of feelings", "techniques to express oneself and be receptive to others' opinions" and "make good use of encouragement", etc. Good communication between teachers and students will not only create a caring and trusting atmosphere in class, but also encourage students to actively participate in classroom activities. In drama lessons, teaching by modeling is more important than teaching by indoctrination. In this connection, teachers / guidance personnel should keep an open mind, share their personal experiences and feelings with students as well as appreciate and accept students' uniqueness.

III. Basic Drama Skills

1. Narration:

- The teacher tells the development of a story or use of narrative language to create a good atmosphere.
- Student act out or tell part of the story while the teacher narrates.

2. Small-Group Enactment:

- Student design their drama episodes in groups and take turns to perform based on a particular topic in order to express their feelings and understanding of an incident or a scenario.

3. Whole-Group Role-Play:

- By playing the same character, all students interact with one another as that character in the drama.

4. Hot-Seating:

- The teacher assigns a character for “hot seating” and asks other students to gather information from that character so that the story can be explored or further developed.
- Someone acting in the role as a character answers questions from others.

5. Teacher-in-role:

- The teacher plays the role of a character as required and plays the drama together with the students. The roles played by the students can be important or passive.

6. Still-Image:

- This can be a group, a whole-class or an individual activity in which the image of a certain idea or a significant moment of a specific incident is performed. It is similar to the still image on a videotape when you press the “pause” button.

7. Thought-Tracking:

- This process is often performed in combination with still images. The teacher puts a hand on a student’s shoulder. The student should voice out his/her thoughts as if he/her were the character.

8. Unfinished Materials:

- Let students guess the storyline, speculate and discuss what happens in the drama by giving them various clues.

9. Flash backward:

- First state the outcome of an incident, then let students think about the possible background of the incident and trace the mindset of the characters involved.

IV. Debriefing Skills

Debriefing Skills – 4F

1. Fact

What did you do to reach a consensus?

2. Feeling

Which part impressed you most?
How did you feel?

3. Finding

What did you learn during the process?

4. Future

The experience is useful to your future...
How will it inspire / help you?