

## **DRAMA WORKSHOP**

*Designed by Rebecca Bartlett*

**This is a process-based workshop about approaches and ‘ways into’ using drama as a means of cross-curricular explorations.**

**It is based on the theme of dispossession and around the ideas that:**

**A- Dispossession can be a major challenge in today’s urban communities and is therefore accessible to students across the senior cycle as an idea.**

**&**

**B-In workshop form it offers direct connections to some of the practical and intellectual skills required from students studying at junior and leaving cert.**

### **INTRODUCTION/ & WARM UP**

#### **GREETING GAMES:**

Move through the space and when asked to pause introduce oneself. Progress to moving through the space and introducing oneself as:

- ❑ a long lost friend
- ❑ an old enemy
- ❑ a long lost friend with whom you had a disagreement last time you were together.
- ❑ as the character from a favourite film
- ❑ as a character from a favourite book
- ❑ as a star/their biggest fan (group divided in half – half are stars, half fans)
- ❑ as people with strange phobias/ ideas

#### **PAUSE and DISCUSS**

#### **Move the action and the idea into something more concrete:**

That here is a group of people who live on the same street: Meadowview Street; each participant to think of occupation, status, difference, connections, and possible

relationship issues.

Now repeat the game and invite participants to stop at various times and taking on the role of someone who lives in this imaginary street, greet and respond/react to the other person's character.

### **PAUSE and DISCUSS**

#### **Creative Task 1**

On a note card with categories listed (Part of the supplied creative pack)

Fill in some of the back-story to this chosen role.

### **PAUSE and DISCUSS**

#### **Creative Task 2:**

Participants divided into groups of two or three.

Introduce the poem:

**This Letter's To Say by Raymond Wilson** <sup>1</sup>(Also Part of the supplied creative pack)

Extract:

*Dear Sir or Madam*

*This letter's to say*

*Your property*

*Stands bang in the way*

*Of Progress, and*

*Will be knocked down*

*On March the third*

*At half past one.*

Now still in character choose a street location: shop, pub, school gates, worksite and discuss this letter and what it means within your smaller group.

### **PAUSE and DISCUSS**

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<sup>1</sup> Oxford Press A Fourth Poetry Book ISBN 019 9181519

### **Creative Task 3:**

Possible progressions:

- I. **A Community Meeting** with the Town Council to discuss the plans and to decide on a course of action to prevent the dispossession and re-location.
- II. **Hot Seating** one or two characters in the street: one participant agrees to stay in role and sitting with the rest of the group answers questions about their feelings and their reaction to what is about to happen. Can of course be done more than once with different characters.
- III. Have the street community **imagine themselves** 20 years on and invite them to tell their stories.

### **PAUSE and DISCUSS**

### **Creative Task 4**

Bringing the theme into the curriculum:

Discussion of the theme, the drama processes used and how both might work within different curriculum subjects.

#### **English:**

Understanding and reading into the workings of character, relationships, plot, points of view, story telling as well as tension in novels, plays.

#### **CSPE:**

Human Rights, How democracy works at an individual and a community level, communities taking action.

#### **Geography:**

Social geography: enquiry based learning on urban patterns and movements of population.

**Some examples of what students might be expected to learn/experience**

-  **Empathy**
-  **Lateral thinking**
-  **Listening skills**
-  **Teamwork**
-  **Take ownership of opinion and ideas and be able to articulate both**
-  **Reportage**
-  **The Narrative Voice**

**NOTE: At each PAUSE and DISCUSS the facilitator will offer and elicit from the participants additional ideas as to the staged development of the theme.**

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