



## POST-TEACHING GUIDE

### *Drama & Improv*

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This teachers' guide is intended to give you ideas for helping your students reinforce vocabulary, grammar, and functions after the CLIL-Based Workshop.

#### Body Language

This activity helps students reflect on the power of non-verbal messages. Have students sit in a semicircle, discuss the importance of body language, and the use of it as a means of communication. Then assign a specific situation to each student. For example, using only body language, how can you:

- attract attention
- communicate tiredness
- manifest affection
- express anger
- communicate impatience
- express cleverness

In turns students express their emotion through body language, including facial expressions and eye contact. The rest of the group guesses what their peers are trying to express. At the end, discuss how they felt doing the activity and compare what they understood and what the students actually meant to express.

#### Drama Walk

Students walk around an open space in a random fashion. They shouldn't walk in a circle or with anyone else or with their hands in their pockets. While continuing to walk at a normal pace, they should look for empty space and fill it. Once a pace has been established, have them speed up or slow down, or walk backwards, sideways, etc. *Variation:* Students, according to your cues, walk as if they are a queen, a thief, an old man, etc. You can also build up to scenarios, e.g. *Walk as if you're late. You have a big test at school, and if you miss it you'll fail*

*the class. As you're walking, it starts to rain. First lightly, but then it gets harder and stronger. Careful—don't step in that giant puddle! Then the rain stops, and slowly the sun comes out. You feel the warmth on your face and stop for a minute to enjoy it. But you're still late! You finally arrive at school, sit down, and breathe...*

#### Expert

One student leaves the room. The others decide that this person is an 'expert' on something—it can be anything from cheese to deodorant to Michael Jackson. The expert re-enters (with thunderous applause from the audience) and sits in a chair facing the audience. Students in the audience ask the expert questions that will help him/her guess the area of expertise. For example, if a student is an expert on cheese: *How long does it take to make? Why does it smell? What's your favorite type?* Obviously, the expert won't know what it is at first but must give answers anyway. The audience must go along with it, no matter how ridiculous the answer. Eventually the 'expert' can guess his/her area of expertise.

#### Line In Your Pocket

Students write random sentences down on strips of paper and put them in a box. Two students choose a line each and put it in their pocket. Provide them a situation. They then must do an improv (with help from tutor/other students as necessary) and at a random point in the scene, insert their line into the scene in a way that makes sense. Example situation: *You are a mother and daughter arguing at a supermarket.*

#### Silent Storytelling

This activity is suited for pairs. Ask the students to create a mime of a scene from a story/film that follows the hero's journey. They take turns presenting their mime to their partner, who then has to narrate the mime, saying who the hero is, what he/she is doing, etc.

## Video Tasks

Have students work in small groups to write a short script based on a topic of their choice or on choices that you provide them. As homework, they should act out the script and record them on video. Have them bring the final result to class to show the other students. Ask questions about each video afterwards.

## Further Resources

- <http://cloud.acle.it/teacher-cloud/>
- ACLE Teachers' Community (Facebook)