

‘Quality English Language Education at Pre-primary Level’ Project

Exposing Children to English through Drama Activities

SCOLAR Kindergarten English
Language (SKEL) Team



SCOLAR LANGUAGE FUND
語常會 語文基金



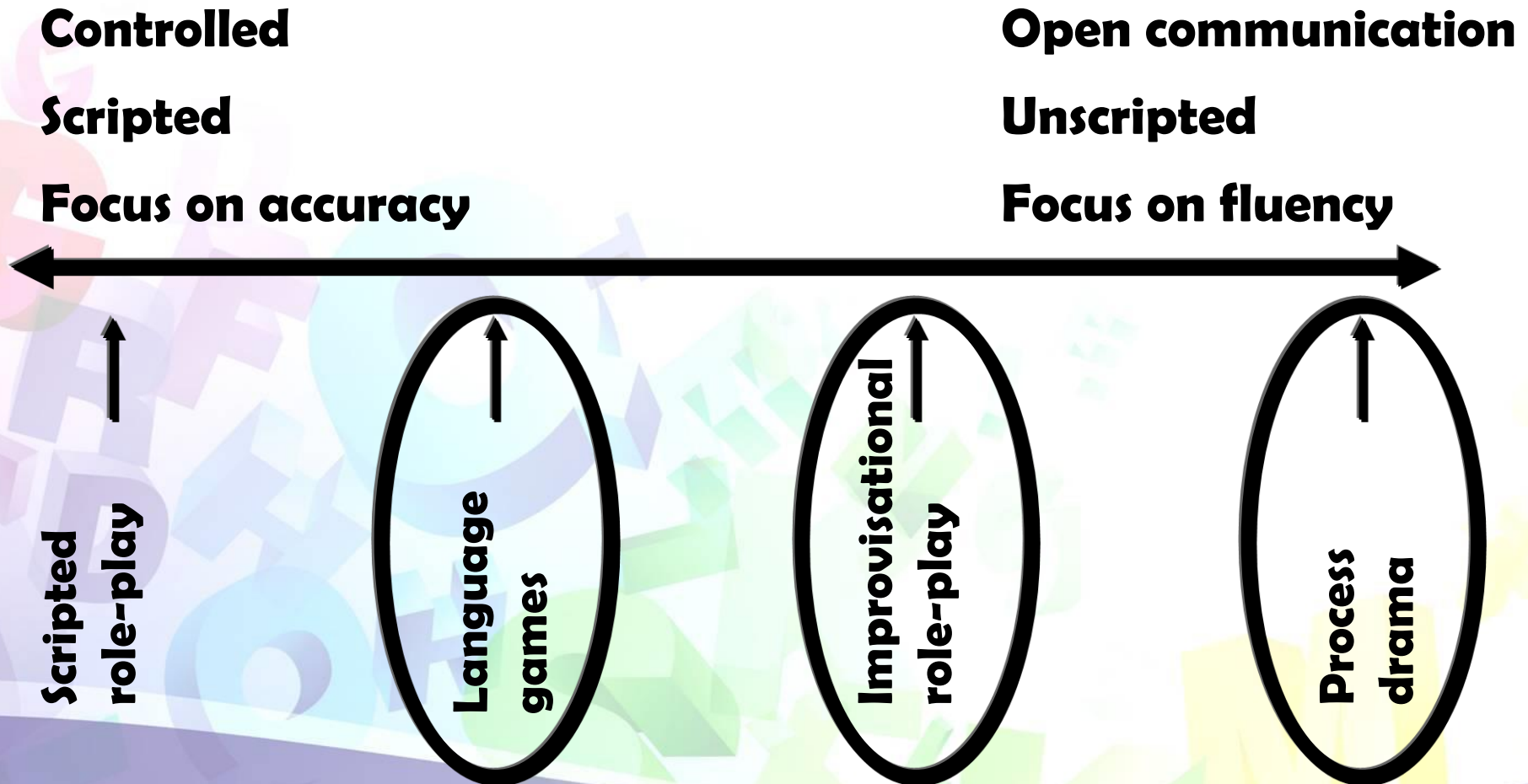
Objectives

In this workshop, we will share with you:

- **various drama activities for exposing young children to English in the pre-primary classroom; and**
- **a video of drama activity conducted in a pre-primary classroom.**

What are drama activities?

Teaching Perspectives



Adapted from Kao & O'Neill (1998)

What are drama activities?

Make use of various drama conventions / strategies:

Paper location

Group improvisation

Mime

Teacher-in-role

Thought-tracking (modified)

Still image

Drama Game

Narration

Sculpture

Story whoosh

Spectrum of difference

Writing-in-role

Sound collage



Drama game

Activity 1 – Mirror

- **Invite the participants to be the mirror image of the instructor.**
- **The instructor listens to the narrator and mimes the actions in front of the mirror.**
- **The mirror image follows the instructor's actions.**

Sculpture

The background features a collection of 3D, isometric letters and geometric shapes in various colors including pink, blue, green, and yellow. These elements are scattered across the lower half of the image, creating a sense of depth and movement. The letters include 'G', 'R', 'D', 'H', 'S', 'M', and 'X'. The overall aesthetic is modern and artistic.

Activity 2: Sculpture

- **Get into groups of 8-9.**
- **Invite two participants of each group to be the sculptors and the other members to be the clay.**
- **Invite another group to look at the sculpture and guess what it is.**

The background features a collection of 3D-rendered letters and geometric shapes in various colors including pink, blue, green, and yellow. These elements are scattered across the frame, with some appearing in the foreground and others receding into the background, creating a sense of depth. The overall aesthetic is playful and modern.

Still Image

Thought-tracking (modified)

Drama Strategies: Still image and thought-tracking (modified)

Still Image

- **Children use their bodies to create an image of a role. It can be used to highlight key moments in the story.**


Thought-tracking (modified)

- **The teacher freezes the drama and taps a chosen character on the shoulder to indicate that he/she should speak.**

Activity 3: Video observation

Observe a drama activity carried out in a K3 classroom.

- **What did the teacher do? Why?**
- **What did the children do? Why?**

The background features a collection of 3D letters and shapes in various colors including pink, blue, green, and yellow. These elements are scattered across the frame, with some appearing more prominent than others. A dark purple curved band runs along the bottom edge of the image.

Mime
Narration
Teacher-in-role

Activity 4: Shoo!

Drama Strategies: Narration, Mime, TIR, Game

Teacher – farmer

Participants – farm animals

- **Ask each participant to pretend to be a farm animal.**
- **The game begins as the instructor plays music while the farm animals steal the food on the farm.**
- **When the music stops and the farmer approaches, the farm animals must mime a thing that could be found on the farm (e.g. grass, a carrot) and say “I’m a ...” .**

Drama Strategy: Narration

- **The teacher narrates the story to help children understand the background of the story and imagine the dramatic world.**
- **The teacher helps the children to understand the characters.**
- **These narrative links help create the dramatic atmosphere.**

Drama Strategy: Mime

- **The use of only physical movements, gestures and actions to express a role.**
- **The children can work alone or in groups, listen to the teacher's instructions and mime with physical movements.**

Drama Strategy: Teacher-in-role

- **The teacher takes part in a drama so as to lead, build belief or tension, control, ask questions or extend ideas from ‘inside’ the drama.**
- **Not about how well the teacher can act, but how the adopted character engages the children.**
- **The children are often in role in this strategy.**

Why do we use drama activities in the pre-primary classroom?

fun

authentic
language practice

develop imagination
and self-confidence

meaningful
contexts

Things to consider when conducting drama activities:

- Drama activities should be structured around the activities which are **already part of young children's development and experience.**
- Not all drama activities are appropriate for all children. Teachers need to use their **professional judgment** and creativity.
- Spend several sessions just on **drama activities and simple exercises** to prepare young children for more complex tasks.
- Use **props.**

English as a Second Language in Early Childhood Education

Children are enabled to -

1. develop interest in learning English

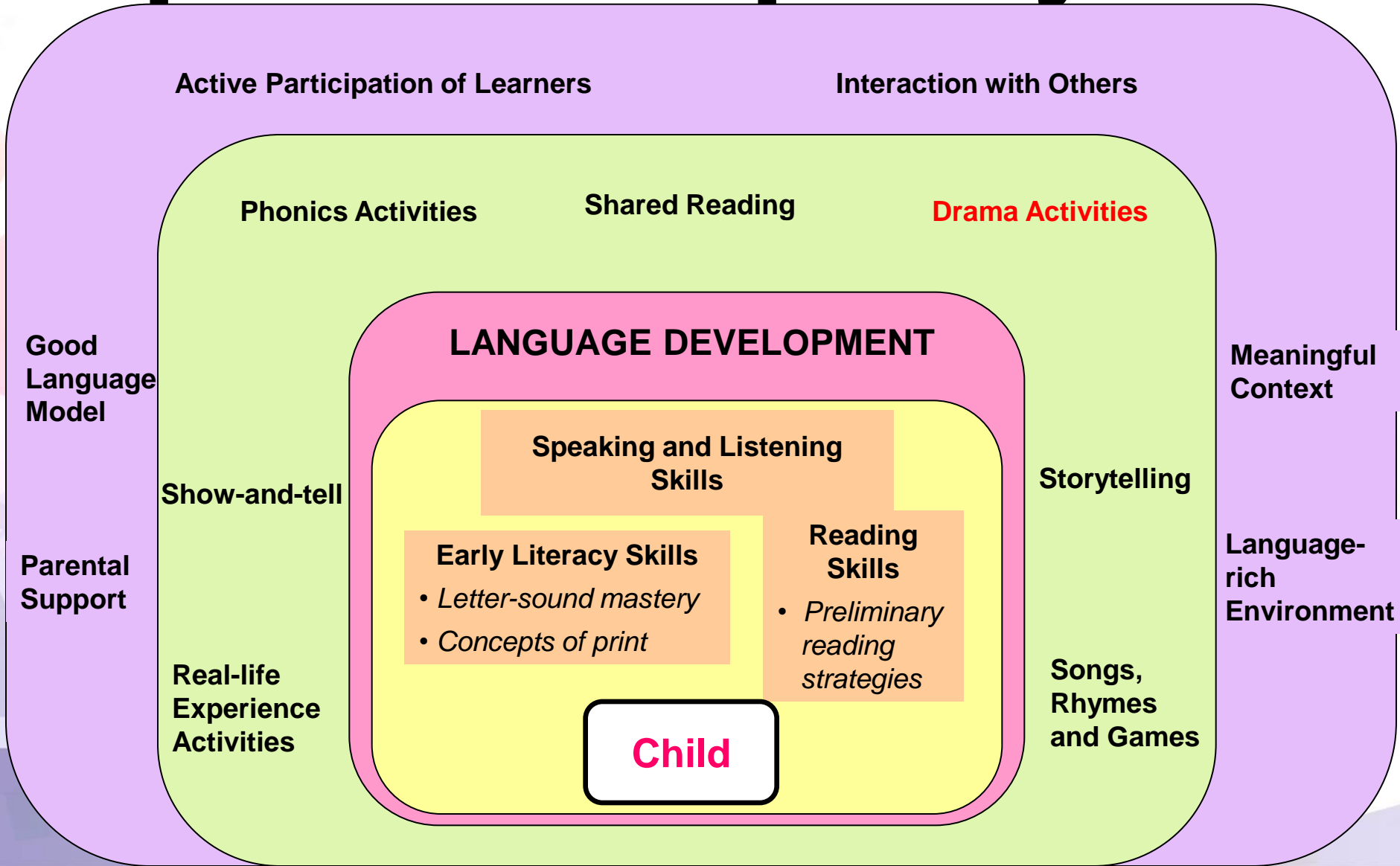
- listen to and read stories and nursery rhymes
- recognise and make use of vocabulary related to their everyday life or what interests them

2. listen to and understand simple conversations in everyday life

3. sing or recite nursery rhymes and employ simple words used in everyday life

Guide to the Pre-primary Curriculum, CDC, 2006, p.30

Plan for English Language Exposure at Pre-primary Level



Thank you for your participation!!

- 1. You will receive a handout of some drama activities!**
- 2. You will also find more ideas in 'Exposing Young Children to English in Action II (Exemplars of English Language Activities).'**