

Course code CSS.1.CRD

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Course information

Title	Creative Drama to Foster Participation Among Young Adolescents (9 to 13-Year-Olds)
Concept by	Stefano Scotti
Course URL	teacheracademy.eu/course/creative-drama-for-middle-schools/
N. of participants	Min. 4- max. 14
Course length	One week (6 days, Monday - Saturday)
Language	English. Other languages may be available upon request
Locations and starting dates	<ul style="list-style-type: none"> • Florence - Third Monday of the month • Helsinki - First Monday of the month • Prague - Second Monday of the month • Athens - Fourth Monday of the month
Free time activities offered	All courses include at least one city guided tour and one full-day Cultural Activity.
Type of certification awarded	Certificate of Attendance, including a description of the course contents (80% of attendance required); other Certificates may be available upon request
Price	<p>Starting from 480€ *</p> <p>* Our courses are eligible to be completely funded by the Erasmus+ KA1 funds and several other programs.</p>

Course contents

Description

The Framework for Key Competences defines the 8 key competencies that students should acquire through schooling. Some of them are crucial in our societies but, also, quite difficult to teach: **personal and social competencies**; civic competence; cultural awareness, and expression.

Although educators know the importance of these competencies for a young person's growth, they often encounter difficulties when it comes to actually teaching them to pupils.

Theater in education can be considered one of the few subjects that teach a child **how to participate in democratic life**. Acting allows the child to develop feelings of empathy and respect towards other members of the community; it also allows for **self-observation** and affective and cognitive understanding of problems. For this reason, theatrical education and dramatic activity should play an important role in the child's educational path.

Creative drama is a form of theater suitable for **children ages 9 to 13**.

From the age of 9, children develop their identity and express feelings more through interaction with peers than with adults. Furthermore, they start to discover their own body and voice as expressive and creative tools. The adult's task is to help the child in this search, and creative drama can be a useful tool.

In creative drama, it is the process that matters, not the result. Its main aim is to teach the child to **act in a group**, respecting the opinions of the other members, resolving conflicts following the values of inclusion, tolerance, and solidarity. In addition, creative drama teaches students to improvise, connect with their creative spirit, and create characters and short stories.

During this course, participants will acquire the **theoretical and practical tools** of creative drama, and the game itself will be the vehicle through which the participant will acquire these tools.

They will learn a series of playful activities with the aim of creating a sense of trust and disinhibition within a group, developing the ability to collaborate with others, **stimulating self-expression and communication**, and encouraging creativity through imagination.

They will carry out playful activities, acquire the tools to build a character and organize a story, set up and perform drama and improvisation pieces.

By the end of the course, participants will have acquired a wide set of theatrical tools through first-hand experience, which they will be able to replicate in their classes. Thus, they will feel more prepared and confident to sustain their pupils' development of personal, social, and civic competencies through fun, experiential learning.

Learning outcomes

- Design and supervise drama games;
- Resolve conflicts and encourage participation and cooperation in your class;
- Manage and reduce inequalities through play;
- Promote the values of inclusion, tolerance, and solidarity among your pupils;
- Introduce play as an expressive tool that enhances spontaneous creativity;
- Teach how to build a character and how to organize a story;
- Use games to stimulate your pupils' capacities of self-expression and self-awareness.

Tentative schedule*

Day 1 - Course introduction	Day 2 - Different types of games
<ul style="list-style-type: none">• Introduction to the course, the school, and the external week activities;• Icebreaker activities and warm-up games;• Games to present and introduce oneself;• Relaxing games;• Presentations of the participants' schools.	<ul style="list-style-type: none">• Warm-up games;• Uninhibited and contact games;• Symbolic games, collective creation games;• Imitation games, pantomime games, games with objects and disguises;• Relaxing games.
Day 3 - Different types of games 2	Day 4 - Creating the scene
<ul style="list-style-type: none">• Warm-up games;• Vocal games;• Character games;• Storytelling games;• Relaxing games.	<ul style="list-style-type: none">• Choosing the title of the dramatic game;• Choosing characters and scenography;• Creating the scene;• Relaxing games.
Day 5 - Creative drama	Day 6 - Course closure & cultural activities
<ul style="list-style-type: none">• Warm-up games;• Preparatory activity for creative drama;• Creative drama;• Relaxing games.	<ul style="list-style-type: none">• Course evaluation: round-up of acquired competencies, feedback, and discussion;• Awarding of the course Certificate of Attendance;• Excursion and other external cultural activities.

*The schedule describes likely activities but may differ significantly based on the requests of the participants, and the trainer delivering the specific session. Course modifications are subject to the trainer's discretion. If you would like to discuss a specific topic, please indicate it at least 4 weeks in advance.

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