



## BE GREEN! DISCUSSING ENVIRONMENTAL PROBLEMS WITH DRAMA TECHNIQUES

### Lesson plan for teachers

Created by:

HORVÁTH KRISZTINA

#### 1. Lesson content – Introduction of the topic; Topic and method relation:

**Drama** technique helps to **rearrange, apply** and **deepen** the previously acquired knowledge in an action oriented system. Certain situations can be experienced through imaginary, fictive stories, where the participants are involved in role-plays. This student centered education is characterized by spontaneity and personalization. The aims and objectives of the lesson are to **practice vocabulary**, to **do role play**, to **present everyday situation** and to **turn notes into situation** based on previous knowledge learnt during the topic of **Environment**.

#### 2. Competences to improve:

##### Personal competences

accepting ideas, being open minded and sensible, problem solving attitude, building self-confidence and reliability

##### Social competences

communicating, cooperating, being flexible

##### Cognitive competences

applying, giving reason, making decisions, describing, associating, presenting, narrating, being creative,

#### 3. Target group:

14-18-year-old second language (L2) learners, pre-intermediate or intermediate level

#### 4. Preliminaries:

vocabulary of the topic of environment and making interviews, expressing feelings and giving opinion in everyday situations, ability of forming sentences and questions

#### 5. Teaching materials and equipment:

sheets of paper, markers, role-cards, flash cards, blue-tack or magnet, a microphone, song – *What a wonderful world* by Louis Armstrong (New Headway Elementary)





## 6. Comments and remarks:

**Physical environment** is an important factor on drama lessons. Space should be created for physical activities as L2 learners will often be required to get up and move around. So, arrange the chairs in the classroom in **full circle** or **semi-circle** where the teacher is member of the group. This way the space will be suitable for plenary discussions, discussions following actions, pair and group work, individual performances, games and role plays.

## 7. Lesson plan:

### E (evocation)



#### Task 1

**Pass it on** is an **icebreaker** game, related to the main activity, which mentally prepares the group for the lesson.

Ask L2 learners to stand up in a circle and pass an invisible object on. The teacher starts the round by lifting an imaginary, heavy stone and giving it to the second student in the circle. He/she receives and passes it to the next student in the circle. The students continue it till the stone gets back to the teacher. The weight, shape, size of the stone may change during the exercise. Start a new round. This time pick a flower and pass that on.



#### Task 2

**What a wonderful world** by Louis Armstrong.

Ask L2 learners to sit down and **listen** to a song. Ask them whether they can name the singer and some musical instruments for the first listening.

Before the second listening, ask your students to choose a **flash card** with two lines of the lyrics on it. Ask them to read the lines and put the cards on the floor in the correct order when they hear them.

*What a wonderful world  
I see trees of green  
Red roses too  
I see them bloom for me and you  
And I think to myself  
what a wonderful world.  
I see skies of blue  
and clouds of white  
the bright sunny day  
and the dark starry night  
and I think to myself*





*what a wonderful world  
The clouds of the rainbow  
so pretty in the sky  
are also on the faces  
of the people going by.  
I see friends shaking hands  
saying 'How do you do?'  
They're really saying  
'I love you.'  
I hear babies cry  
I watch them grow.  
They'll learn much more  
than you'll ever know  
and I think to myself  
what a wonderful world.  
Yes, I think to myself  
what a wonderful world.*

## R (realization of meaning)



### Task 3

In a **free association game** ask L2 learners to tell the first word that comes to their mind when they hear the refrain 'What a wonderful world!' The speaker should be chosen by passing the ball.



### Task 4

Ask the students to form their standard groups. Give them **the story** below and ask them to read it. Meanwhile give each group a sheet of paper and ask them to write the **moral teaching** of the story. Put the sheets on the board and discuss their ideas.

## **The Man Who Planted Trees**

*Elzéard Bouffier was a poor, lonely shepherd, who lived in the mountains of the southern part of France. He lived in a nearly abandoned village, from where people moved away. Everyday he was walking his sheep in the bare, colourless land where nothing grew, but wild lavender. There was the same dryness everywhere. He loved nature, so one day he decided to plant trees. During his life, he planted thousands of acorns. Day after day, he dug several holes, in which he put acorn. He was planting oak trees. In some years thousands of oak trees grew, where nothing had grown before. Neither the World War I nor the World War II could stop Bouffier in his mission. He even sold his sheep, because they threatened his young trees. In*





*some decades the acorns grew into a forest of oak trees, which made the countryside rich and fertile again. With the thick growing forest, birds, animals and even the villagers came back. Now the countryside is full of smell, colour and laughter of the children. It is now a village where one would like to live.*



### Task 5

Explain the following **conflict** for the students:

*One day the local authorities decided to build a new road for the village in order to reach the nearest town quicker. But the road goes through Elzéard's forest.*

Tell them to perform the **Five o'clock News Program** about the issue. Give each group a role card and ask them to form the given situation as they feel.

#### Group 1 (2 students)

Role card 1/1 (2 students)

You are the reporter working for BBC News. Work with your partner in the studio. Make a news program about Elzéard's endangered forest. Introduce the basic situation and make contact with your colleagues on the spot. They are making reports with the representatives of the local council, Mr. Bouffier, Mr. Bouffier's son/daughter, the Greenpeace activists.

Useful vocabulary:

Good afternoon and here is the five o'clock news!

Yesterday there was a...

Poor villagers protest against...

And now let's listen to our presenter from the scene.

Hello..., can you hear us?

#### Group 2 (4 students)

Role card 2/1 (1 student)

You are a reporter on spot. You are in Elzéard's village, making a report with the representatives of the local council. Interview them about the new road construction. Ask them about: name, job, plans with the road, their personal opinion.

Useful vocabulary:

I'm in the...talking to...







PÉCSI TUDOMÁNYEGYETEM  
UNIVERSITY OF PÉCS

H-7633 Pécs, Szántó Kovács János u. 1/b.  
Tel.: +36 72 501-500

K KAPOSVÁRI  
E G Y E T E M

H-7400 Kaposvár,  
Dr. Guba Sándor u. 40.  
Tel.: +36 82 505-800

TÁMOP-4.1.2-08/1/B-2009-0003

I'd like to introduce...  
What do you think about...

Role card 2/2 (3 students)

You are representatives of the local council. You manage the road building project. Convince the reporter that this is an innovative project. Express the importance of the road for the villagers.

Useful vocabulary:  
We are proud of...  
We have just completed...  
We hope...  
We do it for ...  
When it is ready, it will be...

**Group 3** (3 students)

Role card 3/1 (1 student)

You are a reporter on spot. You are making an interview with Mr. Bouffier and his son/daughter. Ask their opinion about the council's decision.

Useful vocabulary:  
I'm in the...talking to...  
I'd like to introduce...  
What do you think about...  
Do you plan anything to...

Role card 3/2 (1 student)

You are Mr. Bouffier. You are extremely disappointed, but you don't feel the strength to fight for your forest. You are old and tired. You remember the good old days, planting the trees.

Useful vocabulary:  
I think...  
I'm so sad, because...  
I don't feel the strength to...  
I understand them, but...



**Nemzeti Fejlesztési Ügynökség**

ÚMFT infovonal: 06 40 638 638  
nfu@meh.hu • www.nfu.hu

*Befektetés a jövőbe*





PÉCSI TUDOMÁNYEGYETEM  
UNIVERSITY OF PÉCS

H-7633 Pécs, Szántó Kovács János u. 1/b.  
Tel.: +36 72 501-500

K KAPOSVÁRI  
E G Y E T E M

H-7400 Kaposvár,  
Dr. Guba Sándor u. 40.  
Tel.: +36 82 505-800

TÁMOP-4.1.2-08/1/B-2009-0003

### Role card 3/3 (1 student)

You are Bouffier's son/ daughter. You are absolutely upset. You decided to fight for the forest. You ask the reporter for giving publicity. Comment your father success on changing the landscape.

Useful vocabulary:

I think...

I'm so disappointed, because...

I want to...

I would like you to...

### Group 4 (4 students)

#### Role card 4/1 (1 student)

You are a reporter on spot, making a news report about the protest of the Greenpeace activists against the construction of the road. Ask them why they are there, what they want to do, what the solution could be.

Useful vocabulary:

Where are you from?

Why are you...

What do you...

What could be...

#### Role card 4/2 (3 students)

You are Greenpeace activists, who are protesting against the construction. Shout slogans. Make posters. Explain the importance of the wood in this area.

Useful vocabulary:

Stop...!

Finish...!

Down with...!

We need...

It is important, because...

We don't let...



Nemzeti Fejlesztési Ügynökség

ÚMFT infovonal: 06 40 638 638  
nfu@meh.hu • www.nfu.hu

Befektetés a jövőbe





## R (reflection)



### Task 6

Ask your students to think the conflict over again and form **live statues** in connection with the endangered forest.

---

## 8. Visuals:

---



## 9. Evaluation and assessment:

---

The success of the lesson is measured by the **positive reflection** of the students. There is no previously declared aim to reach; the lesson always depends on the L2 learners' attitude and active participation. The latter is more important, than the result. The best feedback for the teacher is, when he/she can perceive the improvement of the assertivity, problem solving resolution, debating abilities of the students.

---

## 10. Bibliography:

---

1. Wessels, Charlyn: Drama Resource Books for Teachers, Oxford University Press, 1987
  2. Duff, Alan and Maley, Alan: Drama Techniques in Language Learning, Cambridge University Press, 1982
  3. Liz and John Soars: New Headway Elementary English Course, Student's Book, Oxford University Press, 2000
  4. Liz and John Soars: New Headway Intermediate English Course, Student's Book, Oxford University Press, 2000
  5. Baji-Gál Ferencné, Elek Éva, Nagyné Tóth Tünde: Drámapedagógia alkalmazása, Pedellus Tankönyvkiadó Kft., Debrecen, 2006
  6. Fischer, Robert: Tanítsuk gyermekeinket gondolkodni játékokkal, Műszaki Könyvkiadó Kft., 2007
- 

