



WALLS PROBLEM SOLVING DRAMA (CONFLICT RESOLUTION STRATEGIES FOR TEENAGERS)

Lesson plan for teachers

Created by:

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

The dominant theory of the lesson is to **develop conflict resolution strategies**. Language practice is only the secondary aim in problem solving drama. It is not an introduction of a new topic, rather **rearranging, applying** and **deepening** 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.

2. Competences to improve:

Personal competences	Social competences	Cognitive competences
accepting ideas, being open minded and sensible, problem solving attitude, building self-confidence and reliability	communicating, cooperating, being flexible	applying, giving reason, making decisions, describing, associating, presenting, narrating, being creative,

3. Target group:

14-18-year-old second language (L2) learners, intermediate level (with some transitions it can be fit to pre-intermediate level)

4. Preliminaries:

ability of expressing feelings, giving reasons, giving opinion in everyday situations, ability of forming sentences and questions,

5. Teaching materials and equipment:

sheets of paper, markers, role-cards, blue-tack or magnet





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

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

Ask L2 learners to sit back, close their eyes and relax. Lead them through a **visualisation** phase as follows:

Imagine you are a wall... Where are you? Are you inside or outside?

What material are you made of- brick, stone, concrete? What colour are you?

There are certain marks upon you – stains, scratches, the scar of life... Where are they? How did you get them?

OR

Are you an abstract wall, an invisible one?

Where are you now?

Are you between generations?

Are you between teenagers and parents?

Are you between friends, brothers and sisters?

Are you built around someone?

Are you a strong wall, where nobody can get through?- or

Is there a tiny little door on you which can be opened up sometimes?- or

Is there a big gate which is usually open?

At the end of the imaginary trip ask your students to open their eyes slowly.



Task 2

In this exercise L2 learners **exchange** their **experiences** with each other.

Ask the students to discuss the walls they visualised in pairs. Encourage them to share some ideas with the class.

Note! – They should not talk about their own story.





R (realization of meaning)



Task 3

The different types of **mental walls** and their reasons should be collected in a form of a plenary discussion.

Ask L2 learners as a whole class to mention some abstract walls in their life and try to collect the reasons of their existence.



Task 4

This exercise discovers the **basic situation**.

Ask students to form four groups and give them a copy of the brief story of Judith and her family to read.

Judith is a 16-year-old secondary school student. She is the only child of her parents so she is a bit spoiled. She goes to the best grammar school in the city. She is devoted to become a lawyer as her father. She has already got her place in her father's office.

She lives in a well-to-do family. They have a big, fancy detached house in a posh suburb of a big city. Her father is a lawyer, having his own office and working long hours a day. He loves her daughter very much and tries to spend as much time with her as it's possible. They love to play golf together at the weekends or on holidays.

Her mother is a housewife. She studied psychology at university but she has never graduated. She runs the house and provides peaceful and loving background for her beloved. She is very proud of her daughter and wants all the best for her. In her free time she works for a youth protecting organization as a volunteer. She deals with young adults having drug problems. Judith has many friends at school. She loves going out with them on Saturdays. They often go to concerts or just to a café to chat. She hasn't had a boyfriend before, but some days ago she met a boy on a concert and they started to go out. Now she is in love. The boy is a punk.



Task 5

Choose one student from each group to act out a situation which introduces the **conflict**.

Give them the role cards and ask them to form the situation as they feel. In the mean time give sheets of paper to the groups and ask them to name and write down the conflict after watching the situation. The sheets should be put on the board and after discussing the possibilities, choose the best one to use for the rest of the lesson.

Note! – If the students don't offer a conflict in the situation played, the teacher has to guide the story by giving them some orders. (e.g.: Be rude! Comment on his look! Start to ask him about drugs!...etc.)

Role card 1

You are Judith and you are anxious, because this is the first time, that you want to introduce





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your boyfriend to your parents. You are worried what they will think about him, whether they will accept him.

Keywords:
Let me introduce....
He is...
We met...

Role card 2

You are Judith's boyfriend. This is the first time you meet your girlfriend's parents. You don't really want to impress them. Behave as you usually do!

Keywords:
Nice to meet you!
What a nice flat!
I'm...

Role card 3

You are Judith's father. You have just arrived home after a tiring day at work. You don't like if anyone disturbs your family life in the evenings.

Keywords:
How do you do?
How about your parents?

Role card 4

You are Judith's mother. You have just cooked dinner for your family. You are always interested in your daughter's friends.

Keywords:
I'm so glad to meet you!
Have you got a brother or a sister?
Will you join us for dinner?



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Task 6

In this exercise students collect the possible **feelings** and **thoughts** of the characters. Give markers and sheets of papers to the groups and ask them to collect ideas on the given basis. Write the following questions on the paper previously. Each group has to work on different matters.

Group 1 What do the parents want? (hope, needs, aims)

Group 2 What are the parents afraid of? (threats, fears)

Group 3 What does Judith want? (hope, needs, aims)

Group 4 What is Judith afraid of? (threats, fears)

Ask the representatives of the groups to introduce their ideas. Put the sheets of paper on the board with blue-tack or magnet. Arrange them as follows:

	Judith	parents
hopes, needs, aims		
threats, fears		

Ask students whether the thoughts of the other groups are acceptable or they have different opinion.

Note! – Teacher should listen to everyone.



Task 7

Ask students to act out a situation, where the parents and Judith try to find a **solution** for the problem. Call their attention to the fact that the members of the family love each other and their desire is to solve the situation.

R (reflection)



Task 8

The aim of this final exercise is to calm the group down and get them back to reality by slow movements.

Ask your students to think over the role of the **walls** in the lesson. Have they changed? Have they disappeared?

Ask them to act their final relation with the wall in **slow motion**.

8. Visuals:





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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 and debating abilities of the students.

10. Bibliography:

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