

Variants:

- The instructor shows a picture or an artifact as a means of generating a discussion. The whole class then begins to invent a story whereby one student begins and another one continues the story, and so on. The story ends after everyone has contributed their part. The narrations should be rendered as expressively as possible in terms of voice control, gestures and mimicry. This variant is mostly suitable for small groups
- The instructor distributes cards with words about a topic. S/he begins a story with a sentence that contains the word on the card. A student continues the story with a word on his/her card, etc.
- For additional motivation, the narrative texts can be recorded, and made available as CDs or MP3 files.

# 26

## Quasi-real play, social role play

### Goal

*Contrary to the simple role play described in #8, the following type consists of more strongly shaped representations with more detailed guidelines. The aim is to strengthen the ability to argue, the deliberate and designed use of language and nonverbal means (gestures, mimicry) and the skills to present oneself in a convincing manner. Depending on the topic, these scenes also contribute to the expansion of speaking strategies and a theme-specific vocabulary.*

3<sup>rd</sup>–9<sup>th</sup> grade

30–45 minutes



Materials:  
possibly a few props

Procedure:

- The instructor describes a situation that entails a certain potential for conflict or tension. Examples:
  - a) In school, two students quarrel because one of them inadvertently broke the other student's pencil.
  - b) In their spare time, two native children or adolescents mock two migrants.
  - c) While on vacation in her country of origin, a young girl is made fun of by two youths who live there.
  - d) Over dinner at home, a child asks for something that her parents absolutely do not want (e. g. get a dog, or go to the disco).
- Group or class discussions about how the students would react in this situation. Possible questions and prompts: How would you feel in this situation? What thoughts occur to you? How would you conduct yourself concretely? What kinds or realistic solutions are there?
- Perhaps include a round of discussions about language means, if needed. See "remarks" on the following page.
- Engage in a short discussion about which criteria should be observed in the individual presentations (e. g. plausibility of the solution; quality of the language; understandability, etc.). The criteria should be transparent and known by all students. For working with criteria matrices that are appropriate for this case, see chapter 3d in the introduction.



- The students are divided into groups (or they form groups of their own). They have 10–15 minutes to prepare their presentation. The presentation should take no more than 5–8 minutes.
- The groups dramatize their solutions. Following each presentation (or at the end of the exercise, if there are few groups) the other students provide the criteria-oriented feedback.

Variants:

- Instead of a narrative, a picture that portrays a suspenseful situation may also serve as an introduction and directive for the exercise.
- Other scenarios may, of course, also be suggested by the students.

Comments:

- Following the discussion and depending on the topic, it can be useful to add a review of language means which are needed for the corresponding scene. This can include topic-specific vocabulary or otherwise useful language means for argumentation purposes. See also 1c in the introduction.
- Suggestions that require a conflict resolution are particularly useful to further the social competence; see also volume 4 “Intercultural competences”, #1.5, 2.6, 4.7, 5.2, 5.5, 5.7 and 6.7.

# 27 Fictitious playing, dramatization of texts

## Goal

*The dramatization of scenes from a text supports textual understanding, contributes to the enlivening of reading sequences, and promotes the development and extension of students’ lexical and syntactic repertoire. The dramatization of texts is a valuable medium for HLT, particularly in terms of learning the written and standard language. For other targeted areas, see also #8, 26 and 28.*

2<sup>nd</sup>–9<sup>th</sup> grade

20–30 minutes



Materials:  
possibly a few props

Procedure:

- As point of departure serves a text that is suitable for dramatization or a story, respectively, which can either be read by the students themselves or read out loud or told by the instructor. Naturally, the text can also be a picture book.
- Following an appropriate scene (in which as many persons as possible appear) or at a particularly exciting point in the story, the instructor interrupts the readings. The students are then instructed to re-enact the scene in smaller groups, or to imagine and stage a continuation of the scene.
- Clear guidelines are issued: 5–10 minutes preparation time, stagings maximum 5 minutes. The criteria that apply for the ensuring assessment are similarly defined (see #26; it would be good to use a criteria matrix which also includes language aspects).
- The students are divided into groups or form their own groups. They have 5–10 minutes to prepare their presentation. The performance should last at most 5 minutes.
- The groups act out their solutions. After each presentation (or at the end, if there are just a few groups) the other students provide the criteria-oriented feedback.