

- 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.

2nd–9th 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.

Variants:

- Depending on the text, an individual scene may be assigned to each group. Finally, the various scenes are strung together in sequence and presented as a cohesive stage play.
- Finger puppets or shadow play with an overhead projector may also be suitable for fictitious playing and dramatization of texts.

Comments:

- Important language means may also be noted on the board and discussed in order to provide students with the necessary vocabulary before the assignment is issued; see also the hints in #26.
- Depending on the text, it may also be necessary that one student assume a role as narrator, in addition to the actual student actors.
- Actors speak to a large audience. The importance of a clear pronunciation for this exercise must therefore be especially emphasized to the students. This is undoubtedly one of the criteria that the student audience will consider during the performance.

28 School theater

Goal

Performing in school theater furthers and strengthens the competences in self-presentation, free performance, use of gestures, mimicry, theatrical and elaborated language as well as the expansion of one's lexical and syntactical repertoire in the first language. The acquired competences (see #8 and #27) will be compounded here and come into their own in the motivating framework of larger stagings.

3rd–9th grade

180 minutes



Materials:
props.

Procedure:

- A script for the play is written together with the students, or an existing story will be adapted into a scripted dialog for the theater (both variants being extremely instructive writing projects). It is also possible to stage an already existing ready-made template.
- Next comes the rehearsing of individual scenes. This includes pronunciation exercises and working with body language, mimicry and gestures will be discussed and tried out.
- Props are acquired, the performance is planned (requiring a room, programs, invitations, refreshments, etc.).

