

Dramatic Science : Supporting KS 1 children becoming more dramatic in learning science

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&

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Helping teachers develop their confidence and understanding of teaching science. Providing them with more active, engaging, participatory and exciting ways to involve and engage their children in learning through and about the subject.



Modelling 'solid' chocolate



Modelling 'melted' chocolate

The aim and objectives of the project :

- Improve teacher's knowledge and understanding of science (at KS 1) through development of these *Dramatic Science* materials.
- Support the development of scientific understanding of and about teaching science at KS 1.
- Increase children's interest in and understanding of science at KS 1.
- Design and produce at least 45 interactive, inclusive, engaging and thought provoking activities that help teachers teach and children learn science through drama at KS 1.
- Evaluate the effectiveness of varied forms of drama that engage children in learning
- Develop a useful and sustainable form of teaching science.

The Teachers' Learning Story

1. Recognising and realising opportunities

'I felt that when you teach normally to your QCA science objectives you plan your science within it and these activities take you out of that zone and so sometimes, like with the freeze framing I would say 'stop' – the tadpoles – 'what are you going to eat?' and I would think 'what am I going to eat'...they'd started to ask questions which is great but I couldn't always answer!'

2. Drama can provide revelations!

'We have a YR5 child who is a bright sort of child who, when asked what she knew about planets she said 'well I know that the moon is made of cheese'....it was quite an eye opener'.

3. Succeeding despite the challenges

'The mhp actually worked! I don't think that as an activity it actually enhanced their [children's] knowledge, but they were then able to make links between that and what we were doing later on and it did give them some insight into what had happened and how we got to where we are now.'

4. Becoming more confident and creative

I think the benefits of using the drama – the techniques are easy to use....it's a very effective learning tool and I think it's an effective teaching tool because you can see how children are thinking, where they are in their learning. It's really good as an ongoing assessment tool

5. The finale

The eight drama strategies outlined

Strategy	Description of Strategy
On the table	Examining objects (often unusual) to create curiosity and interest.
Spontaneous role play	Spontaneous working 'in role' to explore views and ideas which may differ
Hot seating.	Where teachers or children are placed 'in role' as experts to answer questions from their peers.
Miming Movement	Pairs/ groups/ individuals mime movement allowing them to demonstrate how things happen.
Freeze frame.	A freeze-frame is a frozen moment. Group act out a phenomena, on hearing a cue e.g. freeze, clap the group/ individual stops and hold their position.
Modelling	Modelling is a way of physically (re)creating a mimic or illustration of an object or phenomena and exploring how it works/ acts.
Mind Movies	Using audio and/ or visual stimuli to support the children to imagine themselves in different places/ situations.
Mini-historical play (MHP)	The teacher tells the group an historical story. Through enacting the role of different characters the narrative is brought to life.



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