

Dramatic Science for KS 1 & 2 : Consolidating dramatic approaches to teaching science to ensure inclusivity

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Helping teachers enrich and enhance their pedagogic repertoire. Providing strategies that are active, engaging, participatory and exciting. Illustrating how to be more inclusive to involve and engage all children in learning How Science Works.



Creating a tableau for Lavoisier and Shivers

Extending the drama approach for KS 2

Strategy	Description of Strategy
Monologue	Providing a narrative of a scientist's life at a key moment. This inspires the children's subsequent investigation.
This strategy offers the opportunity for the teacher 'in role' to dress up or to play a pre-recorded audio track or video footage. The 'speech' from the scientist, e.g.: William Harbutt or Rachel Carson for example, may muse over his or her life and how they engaged with science to produce or find out something.	

What the children think.....

	Yes	Not sure	No
1.Using drama to learn science ...is more fun	80	18	2
2.Using drama to learn science ... helps me learn more	59	31	6
3.Using drama to learn science ... helps me understand harder ideas	56	32	13
4.Using drama to learn science ... helps because we act things out more	72	22	6
5.Using drama to learn science ... helps because we talk about things more	57	31	8
6.Listening to stories about scientists lives helps me understand how scientists work things out	57	24	12

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	No change	A little more than before	A lot more than before
Understanding Ideas and evidence		6	6
Understanding how to plan an experiment	1	9	2
Systematically testing ideas	3	7	2
Exploring ideas		8	4
Obtaining and presenting evidence	2	6	4
Considering evidence and making connections		8	4
Solving practical problems	1	8	3
Considering evidence and evaluating it		7	5
Communicating about evidence to a variety of audiences		7	5

Table 1 : Teachers reflections at the end of the final workshop (n= 12).



Using the Shivers monologue to design an investigation