
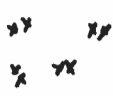

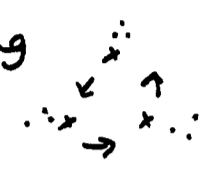

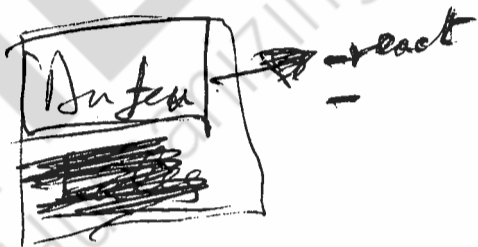


WAYS OF FEEDING BACK

- following the 'DRAMA' Presentation
by Arthur + Wendy

Grouping

- t. to group 
- in pairs 
- in 4s or 3s 
- 1/2 circle together
- students together
- trainees together
 ↓ sharing of ideas
- 1 t. leading 1 group
- 1 t. leading another group
- spokesperson per group moving round to different groups. Sharing info. from group to group 
- 1 sm. group in circle; others behind. eg. fish bowl 
- take teacher out. st have a 'free-for-all' → spokesperson feeds back to teacher.



Methods

- which activity you a) liked b) disliked. Why.
- which activity you felt most/least comfortable with. Why.
- what was the purpose behind each activity? Was it successful?
- which activity was the most 'dramatic'. How.
- 'Dramatise' each activity
- Re-live each activity (visually / mentally)
- How could each activity have been developed into. eg teaching drama or pronunciation or other areas
- Discuss re-ordering the set items w/ justification
- Describe each activity as a) ^(the) teacher b) ^(the) participant
- write / say best 3 and worst 3 activities
- take 1 activity and make it better.
 - talk for 1 minute only on the activities
- Draw the series of activities. Feed back.
 - look at levels of confidence from teacher
- Draw graphs/scale of activities showing your personal involvement
- series of questions :- yes / no. 1-10 | A → 2 grading etc
- evaluate why st refused to do certain activities. And how to deal with this in a class room situation.
- which activities would you use / not use in your classes.
- describe the activities using metaphors
- which colour would you use to describe each activity.
- discuss personal experience of emotions similar to those felt during activity
- look at each activity + how it would be appreciated by
 - 8 yr. old child
 - teenager
 - adult
 culture types 