

# DRAMA: LOOKING INTO AN ISSUE

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| <p>It is necessary to start with children's personal experience. It matters to know what children may be dealing with, especially as drama can raise sensitive emotional issues</p> | <p>It is worth being upfront about your views, especially with older children. You <i>can</i> disclose your own bias</p>   | <p>It is important to acknowledge that sustainability issues are complex and that people have different views on them. Drama offers opportunities to explore issues from multiple perspectives</p>                                      |
| <p>Sometimes we need to respond to children's concerns and confusions about real world events – [eg the 2004 tsunami] even though we are concerned and confused ourselves</p>       | <p>Institutional commitments should be taken into account – such as those on energy, schools grounds, equalities, confidentiality and disclosure</p>                       | <p>Learning through drama is like a crucible – we mix things together in the bowl, and children make sense of them</p>  |
| <p>It is important to build trust and establish ground rules, a “no penalty zone”, so that what is said doesn't come back on children</p>   | <p>With emotionally sensitive issues it is useful to use drama to let children get outside themselves, explore the issue from another perspective - as “someone else.”</p> | <p>What matters is “living humanly.” Imagination can be either corruptive or creative. Terrible things have been done by intelligent, creative people. Drama offers space to explore our values about society &amp; the environment</p> |

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Adapted from *Rehearsing our roles*