

DRAMA: LOOKING INTO AN ISSUE

<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 & the environment</p>

Government accused of inaction over climate change

Angry residents defy new superstore plans

GM CROPS “WILL FEED MILLIONS” BY 2020, CLAIMS EXPERT

Adapted from *Rehearsing our roles*