



## DRAMA - INSPIRED TOOLS FOR CRITICAL THINKING

<b>Target group</b>	Adult learner
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Frontal lecture</li> <li>• Plenary</li> </ul>
<b>Time</b>	90 minutes

This activity is set up to promote critical thinking skills through drama.

MATERIALS NEEDED	
MATERIAL	Y/N
Projector	N
Flipchart	N
Printed handout	y
Other (please specify): internet for the video	Y

### PREPARATION

An education based on arts and especially theater can help our society to overcome this lack of self-knowledge and gain freedom of speech and freedom of expression.

Authentic expression, self-knowledge, physical and emotional freedom are a way of learning and teaching a critical thought that will lead young people to take conscious decisions. By several techniques that involve releasing vocal, physical, and emotional tensions produced both by personal life experiences and social constructs, drama is a possibility to achieve a full self-expression, a critical thinking, and a conscious decision making. Drama is considered to promote communication skills, teamwork, dialogue, negotiation, socialization. It stimulates imagination and creativity and develops a better understanding of human behavior and empathy with situations that might seem distant.





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### PREPARATION

Through the re-creation of the word, its situations, and characters, students can observe themselves and each other, to question their behaviors, and to re-elaborate their thinking, their beliefs, feelings, and language by the spontaneous and creative elaboration of symbols and metaphors. by spontaneous playing or by acting out specific situations they can reproduce, release and observe their own emotions. Through drama, theater allows us to objectify our behavior; by letting us observe ourselves, it tests us, it questions us, and allows us to see in perspective our thoughts, feelings, and actions. It allows the development of critical thinking and allows us to make better and more conscious decisions; it encourages us to use our bodies and our voices, it encourages and inspires us to say "no", to stand for, to speak up.<sup>1</sup>

The activity involves the use of a big room and a projector.

<sup>1</sup> Berta María Soní Solchaga, Drama as a way to train critical thinking, 2016,  
<https://www.assitej-international.org/en/2016/09/drama-as-a-way-to-train-critical-thinking/>

### METHOD / PROCESS DESCRIPTION

For this activity, we'll need a topic.

ONU and climate change: Severn Cullis-Suzuki speech in 1992.

This speech, also known as "I'm Not Afraid to Tell the World How I Feel", will be the

<sup>1</sup>

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### METHOD / PROCESS DESCRIPTION

2 the starting point of the activity.

One of the participants will be Severn Cullis-Suzuki, while others will be members of the General Assembly. Each member of the assembly will be handed a card with their reasons to agree or disagree with the topic of the speech.

After this role-play activity, participants will take off the role of the characters and will motivate the reasons of their characters by their point of view. In this way, participants will develop their critical thinking skills by putting themselves in someone else's shoes.

