

(Her)verbeel die gebruik van tableaus (gevriesde tonele) en kuns-gebaseerde opvoeding binne LO / Lewensvaardighede.

What is drama-in-education?

Prof L Athiemoolam(NMU)

- It is an approach to teaching and learning where **teachers and learners** work **collaboratively** to create a **fictional world** in which they assume **roles** to **explore issues** that are of concern to them.
- **Reflection** is key to analysing and **interrogating the issues** emerging from the **dramatic activities**: which could include **tableaus, role plays, improvisation and class plays**, amongst others .
- It is also known as **process drama** as the dramatic activities are processed and analysed.

Drama-in-education strategies

1. IMPROVISATION
2. ROLE PLAYS
3. TABLEAUS (FROZEN SCENES)
4. THEATRE-IN EDUCATION PRESENTATIONS

Tableau – frozen scene

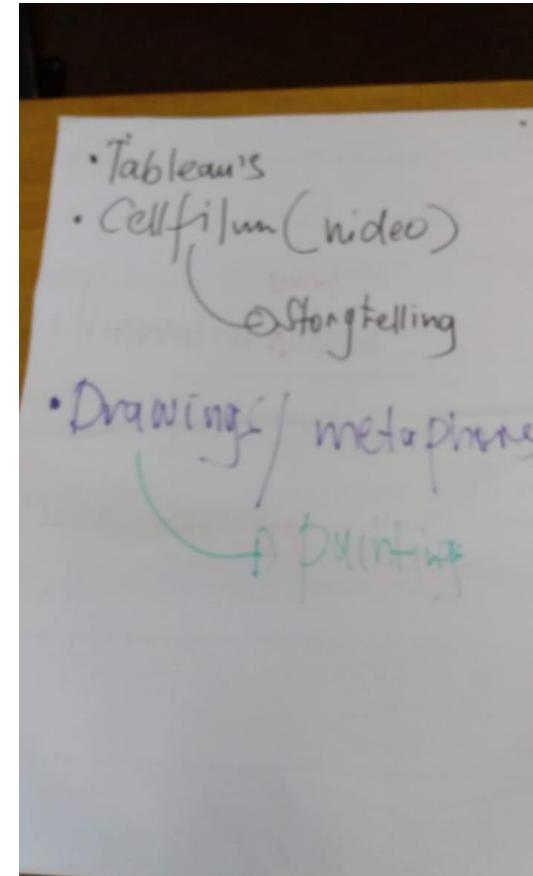
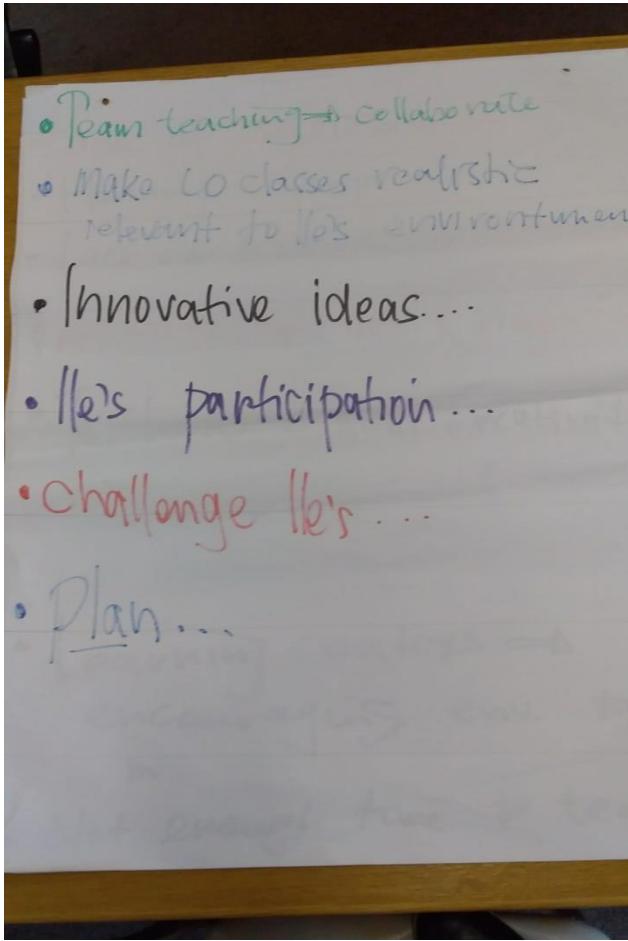
- It is described as '*a still picture of a key moment frozen in time*'.
- The facilitator provides the groups with an **issue/ scenario** which they have to present in the form of a **still image**.
- The participants **co-operate as a team** to capture the essence of the issue.
- The participants' **expressive faces, body poses** and how they **pose in relation to each other** creates a **living picture**.

Tableau

- During the creation of their scenes the participants ask **questions/determine what was important/develop their senses/build and activate background knowledge/ make inferences based on experiences**
- The participants in each group are questioned on their **roles within the scene** – they create their **own biographies** within the role to unpack the key issues
- The observers pose questions to the characters in role to unravel the meaning – ***Who are you? What are you doing here? Why are you here? How do you feel? Why do you feel this way?***

Refleksie op 2020 (Eerste semester).

Toekoms georiënteerde werkswinkel vir verbetering van lewensvaardigheids-opvoeding deur LO / Lewensvaardighede.



Prepare a tableau / frozen scene to show the connection between power, power relations and masculinity and the spread of HIV.

Berei 'n tableau / gevriesde toneel voor waarin die verband tussen mag, magsverhoudings en manlikheid m.b.t die verspreiding van MIV uitgebeeld word.

TOPIC	TERM 1 WEEKS 1 - 3	GRADE 10
		Recommended resources
Development of the self in society	3 hours	Textbook

- Strategies to enhance self-awareness, self-esteem and self-development: factors influencing self-awareness and self-esteem including media
 - Strategies to build confidence in self and others: communication, successful completion of tasks or projects, participation in community organisation or life, making good decisions and affirmation of others
 - Acknowledge and respect the uniqueness of self and others and respect differences (race, gender and ability)
- Definition of concepts: power, power relations, masculinity, femininity and gender
 - Differences between a man and a woman: reproduction and roles in the community, stereotypical views of gender roles and responsibilities, gender differences in participation in physical activities
 - Influence of gender inequality on relationships and general well-being: sexual abuse, teenage pregnancy, violence, STIs including HIV and AIDS

ONDERWERP	KWARTAAL 1 WEEK 1 - 3	GRAAD 10
		Aanbevole hulpbronne
Selfontwikkeling in die samelewing	3 uur	Handboek

- Strategieë om selfbewussyn, selfvertroue en selfontwikkeling te verhoog: faktore wat selfbewussyn en selfvertroue beïnvloed sluit media in
 - Strategieë om selfvertroue in die self en ander te bou: kommunikasie, suksesvolle taak- of projekvoltooiing, deelname aan samelewingslewe, goeie besluitneming en erkenning van ander
 - Erkenning en respek vir die uniekheid van die self en ander, en respekteer verskille (ras, geslag en vermoëns)
- Definisie van begrippe: mag, magsverhoudinge, manlikheid, vroulikheid en geslag
 - Verskille tussen 'n man en 'n vrou: voortplanting en die rolle in die samelewing, steroetipiese sienings van geslagsrolle en verantwoordelikhede, geslagsverskille in deelname aan fisiese aktiwiteite
 - Invloed van geslagsongelykheid op verhoudinge en algemene welsyn: seksuele mishandeling, tienerswangerskap, geweld, seksueel-oordraagbare siektes insluitend MIV en VIGS

Intellectuele eiendom van Dr P Swarts











❖ Our education must be more practical

(Griesel-Roux, Ebersohn, Smith & Ellof, 2005).

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HIV/AIDS programmes: what do learners want?

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❖ Talking, participating, debating, express our feelings, sharing information (Magano, 2011)

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The New Kind of a Teacher, to Handle the New Subject-Life Orientation, in a Township High School in South Africa

Meahabo Dinah Magano

- *Wat is die voordele vir leerders indien LO onderwysers aan hulle voorkeure gehoor gee?*
- *Wat is die uitdagings vir LO onderwysers indien hul leerders se voorkeure akkommodeer?*

- Aktiewe leer, kritiese- en kreatiewe denke
- Identifiseer probleme en vind oplossings.
- Werk effektief met ander, 'n groep of organisasie.
- Kommunikeer effektief.

Topics	Grade 4	Grade 5	Grade 6
1. Development of the self	<ul style="list-style-type: none"> • Personal strengths • Respect for own and others' bodies • Emotions: understanding a range of emotions • Dealing with conflict • Personal experience of working in a group • Bullying: appropriate responses to bullying • Reading for enjoyment 	<ul style="list-style-type: none"> • Positive self-concept formation • Receiving and giving feedback • Coping with emotions • Relationships with peers, older people and strangers • Reading skills: reading with understanding and using a dictionary 	<ul style="list-style-type: none"> • Positive self-esteem: body image • Abilities, interests and potential • Peer pressure • Problem solving skills in conflict situations • Self management skills • Bullying: getting out of the bullying habit • Reading skills: reading with understanding and fluency

Onderwerpe	Graad 4	Graad 5	Graad 6
1. Ontwikkeling van self	<ul style="list-style-type: none"> • Persoonlike sterkpunte • Respek vir eie en ander se liggome • Emosies: begrip vir verskillende emosies • Konflikhantering • Persoonlike ervaring van groepswerk • Afknouery: gepaste reaksies op afknouery • Lees vir genot 	<ul style="list-style-type: none"> • Positiewe selfbeeldvorming • Ontvang en gee van terugvoering • Hantering van emosies • Verhoudinge met maats, ouer mense en vreemdelinge • Leesvaardighede: Lees met begrip en die gebruik van 'n woordeboek 	<ul style="list-style-type: none"> • Positiewe selfbeeld: liggaamsbeeld • Vermoëns, belangstellings en potensiaal • Groepsdruk • Probleemoplossingsvaardighede in konfliksituaties • Selfbestuursvaardighede • Afknouery: afsien van die afknou- gewoonte • Leesvaardighede: lees vlot en met begrip

Die coronavirus kiem (COVID-19) is aansteeklik soos veroorsaak deur die nuut ontdekte coronavirus. Die meeste mense wat siek word as gevolg van COVID-19 ervaar ligte tot gemilde simptome en herstel sonder spesiale behandeling.

HOE DIT VERSPREI

Die virus wat COVID-19 veroorsaak word hoofsaaklik oorgedra deur druppels soos gegenereer deur 'n geïnfekteerde persoon se hoes, nies en uitademing. Hierdie druppels is te swaar om in die lug te hang en val vinnig op vloere en ander oppervlaktes. Jy kan besmet word deur die inademing van die virus of die nabye kontak met 'n persoon wat besmet is COVID-19, of deur die aanraak van besmette oppervlaktes en daarna jou oë, neus en mond aanraak.

Hoe kan u 'n tableau (gevriesde toneel) aanwend rakende die regulasies rondom COVID-19?

**Develop
senses,
critical &
creative
thinking
skills**

Creative self-awareness (drawings & mobile phone)	Kreatiewe selfbewustheid (Tekeninge & mobiele telefoon)
<p>Draw your own personal sketch which represents a bully.</p> <ul style="list-style-type: none"> ➤ Share your sketch with another person and allow her / him to interpret your sketch. ➤ Record her / his voice on your drawing (use her / his mobile phone) ➤ Share your thoughts with this person on your sketch (record your voice on your mobile phone). 	<p>Teken jou eie skets wat 'n boelie uitbeeld.</p> <ul style="list-style-type: none"> ➤ Deel jou skets met 'n persoon en laat haar / hom toe om dit te interpreteer. ➤ Rekordeer haar / sy stem (gebruik haar / sy mobiele foon). ➤ Deel jou gedagtes met die persoon oor jou skets (rekordeer jou stem deur gebruik te maak van jou foon).
<p>Draw your own personal sketch which represents the emotional feelings of a person being bullied.</p> <ul style="list-style-type: none"> ➤ Share your sketch with another person and allow her / him to interpret your sketch. ➤ Record her / his voice on your drawing (use her / his mobile phone) ➤ Share your thoughts with this person on your sketch (record your voice on your mobile phone). 	<p>Teken jou eie skets wat die emosionele gevoelens uitbeeld van 'n persoon wat geboelie word.</p> <ul style="list-style-type: none"> ➤ Deel jou skets met 'n persoon en laat haar / hom toe om dit te interpreteer. ➤ Rekordeer haar / sy stem (gebruik haar / sy mobiele foon). ➤ Deel jou gedagtes met die persoon oor jou skets (rekordeer jou stem deur gebruik te maak van jou foon).

Reflection.

Refleksie.

Play! Experiment! Improvise!

Baie dankie.