InterAct

LEARNING PROGRAMME

Drama in Education: Learning Through Creativity, Collaboration and Play

10-DAY COURSE

50 learning hours | Course programme

Drama in Education: Learning Through Creativity, Collaboration and Play – 10-Day Course

Introduction and Description

This comprehensive 10-day teacher training course introduces participants to the theoretical foundations, pedagogical principles, and practical applications of Drama in Education (DiE) as an innovative methodology for enhancing teaching and learning across curricular areas. The course draws on the work of key drama pedagogues, including Dorothy Heathcote, Gavin Bolton, and Cecily O'Neill, and positions drama as a powerful medium for experiential, inquiry-based, and embodied learning.

Participants explore a wide range of drama conventions—such as teacher-in-role, tableaux, thought tracking, hot seating, role-on-the-wall, soundscapes, and structured improvisations—and examine how these techniques can stimulate engagement, deepen understanding, and create interactive learning environments. Through a guided simulation of a closed-type process drama, teachers experience first-hand how dramatic tension, narrative, role, and framing can structure extended learning sequences that promote critical thinking and collaborative problem-solving.

The course emphasizes the use of drama as a tool for cultivating interpersonal, intrapersonal, and social-emotional competences, as well as for supporting inclusion and diverse learning needs. Participants also investigate the potential of drama to enrich multidisciplinary and cross-curricular teaching by integrating elements of language development, social sciences, wellbeing education, history, STEM, citizenship, and the arts.

Throughout the programme, teachers engage in hands-on workshops, micro-teaching, peer feedback, and reflective practice. Guided by experienced facilitators, participants design their own drama-based lessons tailored to their teaching contexts. Upon completion, educators will be able to confidently implement drama conventions and process drama structures to enhance learner engagement, promote active learning, and foster a classroom culture grounded in creativity, empathy, collaboration, and critical inquiry.

Methodology and Assessment

The course is delivered through experiential, participatory, and reflective methods characteristic of Drama in Education. Participants engage in warm-ups, drama games,

structured improvisations, process drama, and hands-on workshops to experience conventions from the learner's perspective. Micro-teaching, collaborative lesson design, and peer feedback support the transfer of methods into classroom practice. Reflection, dialogue, and analytical debriefs deepen theoretical understanding and pedagogical awareness. Assessment is continuous and formative, based on active participation, contribution to group tasks, reflective discussions, and the development of a drama-based lesson plan demonstrated during micro-teaching. Participants receive individual support throughout the course.

Learning Objectives

By the end of the course, participants will be able to:

1. Theoretical and Pedagogical Understanding

- Demonstrate a clear understanding of the key concepts, principles, and educational foundations of Drama in Education.
- Explain the pedagogical implications of role, tension, narrative, focus, and framing within drama-based learning.

2. Application of Drama Conventions

- Apply a wide repertoire of drama conventions (e.g., teacher-in-role, tableaux, thought tracking, hot seating, improvisation) to enhance learner engagement.
- Design and facilitate interactive learning environments using drama-based strategies.

3. Implementation of Process Drama

- Participate in, analyse, and create closed-type process drama structures.
- Use process drama to support inquiry, ethical reasoning, and deeper understanding of curricular topics.

4. Development of Social-Emotional & Interpersonal Skills

- Employ drama games and exercises to cultivate interpersonal skills (collaboration, communication, empathy) and intrapersonal awareness (self-regulation, confidence, creativity).
- Integrate drama techniques that promote social-emotional learning and inclusive classroom practices.

5. Multidisciplinary and Cross-Curricular Integration

- Design drama-based activities that enhance learning in literacy, history, social sciences, SEL, and STEM subjects.
- Create multidisciplinary lesson sequences that use drama to build critical thinking, creativity, and problem-solving.

6. Inclusive and Learner-Centred Approaches

- Apply drama strategies that support diverse learners, including SEN/ASN students, multilingual classrooms, and mixed-ability groups.
- Adapt conventions and activities to various age groups and educational levels.

7. Lesson Planning, Teaching Practice & Reflection

- Design, implement, and evaluate drama-based lesson plans tailored to participants' teaching contexts.
- Engage in reflective practice to identify strengths, needs, and strategies for ongoing professional development.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Welcome, Group Formation & Fundamentals of Drama Pedagogy
09.00 - 09.45	Introductions & Icebreakers

09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Introduction to Drama in Education (DiE)
11.15 - 11.30	Break
11.30 - 12.15	Role of drama as a teaching & learning methodology
12.15 - 13.00	Drama vs. theatre – distinctions and classroom implications
Day 2	Key Concepts, Conventions & Pedagogical Principles
09.00 - 09.45	Warm-ups focusing on ensemble building
09.45 - 10.30	Core principles of Drama in Education
10.30 - 11.15	Overview of drama conventions
11.15 - 11.30	Break
11.30 - 12.15	Micro-practical: trying out selected conventions in small groups
12.15 - 13.00	Creating classroom links
Day 3	Closed-Type Process Drama Simulation (Part 1)
09.00 - 09.45	Group dynamics activities
09.45 - 10.30	Introduction to closed-type process drama: structure, narrative frame, roles
10.30 - 11.15	Teacher-in-role as a pedagogical tool
11.15 - 11.30	Break
11.30 - 12.15	Establishing fictional context and roles
12.15 - 13.00	Development of tension: dilemmas, conflicting viewpoints
Day 4	Closed-Type Process Drama Simulation (Part 2) + Analysis
09.00 - 09.45	Warm-ups addressing cooperation and listening
09.45 - 10.30	Continuation and conclusion of the simulation
10.30 - 11.15	Emotional safety and support strategies
11.15 - 11.30	Break
11.30 - 12.15	Breaking down key process elements
12.15 - 13.00	Reflection through artistic methods
Day 5	Drama Conventions for Interactive Learning Environments

09.00 - 09.45	Warm-ups on focus and embodiment
09.45 - 10.30	Deep dive into conventions for engagement
10.30 - 11.15	Designing an interactive learning environment using drama
11.15 - 11.30	Break
11.30 - 12.15	Micro-teaching presentations
12.15 - 13.00	Reflection and planning notes for classroom use
Day 6	Drama Games for Interpersonal & Intrapersonal Skills
09.00 - 09.45	Warm-ups targeting emotional expression
09.45 - 10.30	Drama games for empathy, cooperation, and conflict resolution
10.30 - 11.15	Games for self-awareness: movement metaphors, identity explorations
11.15 - 11.30	Break
11.30 - 12.15	Social-emotional learning through drama (SEL frameworks)
12.15 - 13.00	Designing inclusive games for diverse learners
Day 7	Multidisciplinary Applications of Drama Conventions
09.00 - 09.45	Creative thinking stimuli
09.45 - 10.30	Using drama to teach literacy and language skills (story-building, character work)
10.30 - 11.15	Using drama across STEM subjects: simulations, role-play labs, ethical debates
11.15 - 11.30	Break
11.30 - 12.15	Using drama in social sciences: historical reenactments, civic dilemmas
12.15 - 13.00	Creating a short multidisciplinary drama session
Day 8	Designing Your Own Drama-Based Lesson (Part 1)
09.00 - 09.45	Warm-ups for teamwork and creativity
09.45 - 10.30	Introduction to lesson design using drama frameworks
10.30 - 11.15	Drafting a drama-based learning plan
11.15 - 11.30	Break
11.30 - 12.15	Selecting drama conventions appropriate to subjects and age groups
12.15 - 13.00	Peer consultation, facilitator support and mentoring

Day 9	Designing Your Own Drama-Based Lesson (Part 2)
09.00 - 09.45	Rehearsal preparation
09.45 - 10.30	Micro-teaching: groups present their draft lesson sequences
10.30 - 11.15	Feedback using protocols
11.15 - 11.30	Break
11.30 - 12.15	Refinement phase: adjusting objectives, roles, conventions
12.15 - 13.00	Preparation for final presentations
Day 10	Presentations, Evaluation & Closing
09.00 - 09.45	Setup for presentations
09.45 - 10.30	Final group presentations of drama-based lessons (part 1)
10.30 - 11.15	Final group presentations of drama-based lessons (part 2)
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.