



Erasmus+

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# Dramatic Changes

# Training Curriculum



**DRAMATIC  
CHANGES**

*www.dramatic-changes.eu*

# Dramatic Changes – Training Curriculum

Prepared by: Norman W. Cooley, Eva Virag Suhajda, PhD

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## Aims:

This workshop is about opening your mind to employment possibilities. Saying YES to challenges, saying YES to opportunities, saying YES to exploring your potential in the working world. And once we have an open-minded attitude, we can work out what we want to do with our working life. We can then learn the employability skills we need to show an employer we are the right candidate to get our ideal job. The aim of this training is get your students to say yes to acting role play, involving themselves in the drama and really playing in the improvisation.

Embed the idea of success in appropriate and fun physical activities and exercises.

This curriculum aims to meet the EU's "key competencies" regarding non-formal learning in the youth field, which are:

- 1) Communication in the mother tongue
- 2) Communication in foreign languages
- 3) Mathematical competence and basic competences in science and technology
- 4) Digital competence
- 5) Learning to learn
- 6) Social and civic competences
- 7) Sense of initiative and entrepreneurship and
- 8) Cultural awareness and expression

## **Prior Knowledge assumed**

**Limited, some exposure to jobs market.**

Those wishing to improve their employment chances by improving their employability, interview and presentation skills.

## Lesson 1: Introduction – Thinking About Jobs

<b>Name of trainer:</b>		<b>Name of school:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Course/Topic:</b>	<b>Introduction – Thinking About Jobs</b>	<b>No of Candidates</b>	
		<b>Room</b>	
<b>Course/Topic:</b>	<b>Introduction – Thinking About Jobs</b>	<b>Subject</b>	<b>Drama, Acting and Improvisation for Job Preparation and Employability Skills</b>
		<b>Duration</b>	<b>3 hours</b>

Schedule			
Timing	Main activity	Description	Resources Needed
	Introduction	Welcome students to the course, and introduce self, course, college.	Computer, projector
	Course Information	Introduction and Goals are set out	
	Housekeeping	Housekeeping – fire exits and loos Workshop timings	
	Expectations- Collecting expectations for the course. Brainstorming or Tree exercise (consult manual)	Collecting expectations for the course. Brainstorming or <b>Tree exercise</b> (-> consult Training Manual)	Flipchart, markers, bluetack/tape
	Ground Rules:	Ask students what needs to	

	.	<p>be in place for them to learn – examples include listening to each other, respect, given clear instructions, being on time, etc.</p> <p>Our expectations of students are – on time, keep me informed of problems, talk one at a time</p>	
	Getting to know each other	<p>Students introduce themselves to each other and immediately make the connection between a fun physical activity and learning something</p> <p>Exercises:</p> <p><b>Ball Introduction Game</b></p> <p>or</p> <p><b>“Find people who”</b></p> <p>Or</p> <p><b>“Groups of the same factor”</b></p> <p>And</p> <p><b>“Theatre of Sound”</b></p> <p>(-&gt; consult Training Manual)</p>	<p>Ball</p> <p>Short questionnaire</p>
	<u>Job satisfaction</u>	<p><u>Drama imagination exercise</u></p> <p>The Nightmare Job / The dream job</p> <p>(-&gt; consult Training Manual)</p> <p>Discussion of job satisfaction:</p> <p><b>Lifeline Exercise</b></p> <p><b>And Dixit Cards Exercise</b></p>	

	<b>My skills</b>	Theatre improvisation exercise: <b>Skills per throw</b> (-> consult Training Manual) Discussion	Ball
	What is your ideal job?	Theatre improvisation exercise: <b>Ideal Job Pebble</b> (-> consult Training Manual) Discussion	
	<b>Break out / where do you fit?</b>	<b>The Barnyard game</b> (-> consult Training Manual) Students explore the concept of finding out where they fit in. Where do they belong?	Pieces of papers with animal names
	<b>Back-up Plan</b>	Small group exercise <b>Back-up plan</b> (-> consult Training Manual)	
	<b>Evaluation of the day</b>	<b>Closing Circle And The Bunny Game</b> (-> consult Training Manual)	

## Lesson 2: The Confidence To Find A Job

<b>Name of trainer:</b>		<b>Name of school:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Course/Topic:</b>	<b>The Confidence To Find A Job</b>	<b>No of Candidates</b>	<b>Room</b>
		<b>Subject</b>	<b>Duration</b>
		Drama, Acting and Improvisation for Job Preparation and Employability Skills	<b>2 hours</b>

Schedule			
Timing	Main activity	Description	Resources Needed
	Introduction	Welcome students to the course, and introduce self, course, college.	
	Course Information	Introduction and Goals are set out	
	Housekeeping	Housekeeping – fire exits and loos Workshop timings	
	Warm-up exercise	<u>THEATRE GAME for GROUP ENTHUSIASM:</u> Streets and Alleys.	
	Be the person you would want to employ.	Imagine for instance you are the HR (Human Resources)	

		<p>Manager of a company recruiting new employees. What are the qualities and characteristics of a candidate you would want to employ for your company? (-&gt; consult Training Manual)</p>	
	Body Language	<p><u>THEATRE IMPROVISATION</u> <u>GAME:</u> <b><i>Opposite Style</i></b> <b><i>Mirroring</i></b> <b><i>Gingerbread Man</i></b> (-&gt; consult Training Manual)</p>	
	You are the boss now.	<p><u>THEATRE IMPROVISATION</u> <u>GAME:</u> In a circle bouncing the ball, whenever an attendee gets the ball they say a characteristic or qualities of a good employee. i.e. good timekeeper, resourceful, good team player</p>	Ball
	Breakout Exercise: Lateral thinking.	<p><u>THEATRE GAME</u> - Pat your head and rub your tummy. Now do the opposite. Now change hands.  OR: Breakout Exercise: Incremental</p>	



		arm movements. R arm up a quarter, then straight up, then to the side, then down again. Then L arm up a quarter, then straight up, then to the side, then down again. Then do them staggered but together. Then do them while walking in place.	
	Looking at Job Descriptions	Example Job Description from an agency advert: (-> consult Training Manual)	
	Applying for Jobs Exercise	Exercise for a covering letter. (-> consult Training Manual)	
	Doing Nothing	(-> consult Training Manual)	
	Evaluation of the Day		

## Lesson 3: Job Interviews – How Can Drama Techniques Help?

<b>Name of trainer:</b>		<b>Name of school:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Course/Topic:</b>	<b>Job Interviews – How Can Drama Techniques Help?</b>	<b>No of Candidates</b>	<b>Room</b>
		<b>Subject</b>	<b>Duration</b>
		Drama, Acting and Improvisation for Job Preparation and Employability Skills	2 hours

Schedule			
Timing	Main activity	Description	Resources Needed
	Introduction	Welcome students to the course, and introduce self, course, college.	
	Course Information	Introduction and Goals are set out	
	Housekeeping	Housekeeping – fire exits and loos Workshop timings	
	Warm-up exercise	<u>THEATRE GAME FOR FOCUS &amp; ENTHUSIASM</u> : Standing in a circle, participants each take it turn to say either a	

		sentence or word building up a story. What if they use words when they take over like, unfortunately, suddenly, to everyone's surprise, luckily etc.	
	You have been asked to attend an interview!	ROLE PLAY IMPROVISATION: This conversation is role played in pairs. One attendee is the employer and the other is the applicant. (-> consult Training Manual)	
	Do your research!	Students do hands-on research and learn the importance of doing their research for the job they are going for.  Students provide a few bullet points on the companies they have researched.	PC/Pens/Paper
	Break Out/ The Sales Person	One person is the seller and one person is the buyer. This drama role play exercise helps them to concentrate on selling their skills at the job interview. (-> consult Training Manual)	
	Preparing for your interview	Take every point in the Job	PowerPoint

		Description one at a time and now think of a question and your answer for each point.	
	How not to do it	<u>THEATRE IMPROVISATION</u> : Leader asks everyone a question and they give them a negative answer.	
	Evaluation of the Day		

## Lesson 4: Job Interviews – Things to Do and Ways To Succeed

<b>Name of trainer:</b>		<b>Name of school:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Course/Topic:</b>	<b>Job Interviews – Things to Do and Ways To Succeed</b>	<b>No of Candidates</b>	
		<b>Room</b>	
<b>Course/Topic:</b>	<b>Job Interviews – Things to Do and Ways To Succeed</b>	<b>Subject</b>	<b>Drama, Acting and Improvisation for Job Preparation and Employability Skills</b>
		<b>Duration</b>	<b>2 hours</b>

Schedule			
Timing	Main activity	Description	Resources Needed
	Introduction	Welcome students to the course, and introduce self, course, college.	
	Course Information	Introduction and Goals are set out for lesson four	
	Housekeeping	Housekeeping – fire exits and loos Workshop timings	
	Warm Up Exercise	<u>ACTING ROLE PLAY GAME:</u> In a circle, one attendee asks a simple question you might get in an interview. Do you like working on a team? And bounces the ball at another attendee who answers the	Ball

		question (-> consult Training Manual)	
	The Interview Venue	Do you know exactly where you are going? (-> consult Training Manual)	Internet and Screen
	DRESS THE PART: Put your very best foot forward!	Discuss hand-shaking etiquette and cultural/gender issues.	
	First Impressions	<u>DRAMA ROLE PLAY:</u> Students practice business etiquette and handshaking and looking everyone in the eye.	
	Dealing with pre-interview nerves	<u>RELAXATION EXERCISE:</u> Students learn a relaxation exercise. ("Breathe in blue") (-> consult Training Manual)	
	How do you relax?	Group discussion. Students provide a list showing what they need to do to feel comfortable.	
	Meeting the Interviewer(s)	<u>ACTING ROLE PLAY:</u> We role play an introduction. We role play going into the interview room. We sit down.	
	Evaluation of the Day		

## Lesson 5: Preparation to the Job Interview

<b>Name of trainer:</b>		<b>Name of school:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Course/Topic:</b>	<b>The Interview</b>	<b>No of Candidates</b>	<b>Room</b>
		<b>Subject</b>	<b>Duration</b>
		Drama, Acting and Improvisation for Job Preparation and Employability Skills	<b>2 hours</b>

Schedule			
Timing	Main activity	Description	Resources Needed
	Introduction	Welcome students to the course, and introduce self, course, college.	
	Course Information	Introduction and Goals are set out for lesson five	
	Housekeeping	Housekeeping – fire exits and loos Workshop timings	
	Warm up Exercise	Jump in, Jump Out. <a href="https://www.youtube.com/watch?v=k6bHltjIYZE">https://www.youtube.com/watch?v=k6bHltjIYZE</a>	Internet/Screen
	How do interviews generally work?	Students learn about interview dynamics and then act out and play out those dynamics. (-> consult Training Manual)	

	What are your skills/best qualities?	<u>THEATRE GAME:</u> We gently kick the ball to another attendee with something we want the interviewer to know about us. I'm a good timekeeper, kick. I'm hardworking, kick. I love being on a team, kick. I really want this job, kick.	Ball
	The Interview!	<u>ACTING: ROLE PLAYING THE INTERVIEW:</u> The students participate in a mock interview. (-> consult Training Manual)	
	More on Body Language	Learning to mirror the Interviewer (-> consult Training Manual)	
	Interview Behaviour	<u>ACTING ROLE PLAY:</u> One attendee doing the interviewing is very serious, the interviewee is being very chatty and very familiar and funny. (-> consult Training Manual)	
	The End of the Interview	<u>ACTING! MAKING YOUR EXIT:</u> Students practice the etiquette of how to leave the interview.	
	Evaluation of the Day		



## Lesson 6: Practicing the Interview

<b>Name of trainer:</b>		<b>Name of school:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>Course/Topic:</b>	<b>PUTTING ALL OUR ACTING SKILLS, OUR DRAMA ROLE PLAY AND IMPROVISATION SKILLS INTO PRACTICE AT THE INTERVIEW</b>	<b>No of Candidates</b>	<b>Room</b>
		<b>Subject</b>	<b>Duration</b>
		Drama, Acting and Improvisation for Job Preparation and Employability Skills	2 hours

Schedule			
Timing	Main activity	Description	Resources Needed
	Introduction	Welcome students to the course, and introduce self, course, college.	
	Course Information	Introduction and Goals are set out for lesson six	
	Housekeeping	Housekeeping – fire exits and loos Workshop timings	
	Warm Up Exercise	<u>THEATRE GAME:</u> Link up your mind to your body. Incremental arm	

		<p>movements. R arm up a quarter, then straight up, then out to the side level, then down again. Then L arm up a quarter, then straight up, then to the side, then down again. Then do them staggered but together. Then do them while walking in place.</p>	
	<p><b>PUTTING ALL OUR <i>ACTING SKILLS, OUR DRAMA ROLE PLAY AND IMPROVISATION SKILLS</i> INTO PRACTICE AT THE INTERVIEW</b></p>	<p>Mock interviews for everyone (depending on group size). (-&gt; consult Training Manual)</p>	
	<p>Winding Down</p>	<p>FINAL EXERCISE: A ball is passed in sequence from participant to participant with the speed increasing. How to get faster and faster? (-&gt; consult Training Manual)</p>	<p>Ball</p>
	<p>Evaluation of the day and the whole course</p>	<p>Students write a letter to themselves listing what they have learned from the course. (-&gt; consult Training Manual)</p>	