Kinder/caring: Exploring the Use and Effects of Sociodrama in a Kindergarten Classroom

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Abstract

This artographic inquiry explores how Senior Kindergarten students experience sociodramatic activities based upon the work of Moreno (1943) and Boal (1985, 1995, 1998, 2002, 2006). Through explorations in sociodrama, eleven students (six males and five females) from one Senior Kindergarten classroom were encouraged to create and reflect upon common social issues and concerns as a classroom community through warm-ups, sociodramatic activities, and oral group reflections. By the conclusion of the twelfth workshop, students demonstrated an ability to successfully participate in the sociodramatic process including the exploration and reflection of issues of personal and collective importance.

Keywords

sociodrama; kindergarten; early years; Theatre of the Oppressed; social issues; Moreno; Boal

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Some suggested uses of sociodrama in a school setting include: 1. As an alternate method of presenting class material in history and social studies classes, family living classes, and occupational and vocational classes, sociodrama can be a welcome change from the traditional lecture format. It allows students to experience historical events, family life, and the world of work, rather than mere passive listening. Some problems encountered in the use of sociodrama include excessive enactments to the point that students become disinterested, student embarrassment due to pressure for premature participation, and failure to make the problem theme and conclusions clear. Too much or too little structure by the moderator can result in stifling student involvement. Teachers in kindergarten classrooms use several teaching methods to ensure that each student is learning what she needs to know. The same teaching methods are designed to help students who excel remain challenged, as well as to help students who are lagging behind catch up, because they incorporate a wide range of instructional strategies. Whole Group Instruction. Many kindergarten teachers assign a whole group activity, such as coloring a map, completing a workbook page or doing an art project, and then call small groups to come do a more in-depth activity with her. This is often done with reading since kindergarten students can range in reading ability from not being able to read at all to being an accelerated reader.