

# F9 – A'tukwaqnn Drama Circle

In this drama circle, written by Melody Martin-Googoo, learners will explore the key Mi'kmaw values identified in the introduction to the **Family, Culture, Community** section of the Foundations level. (See also: F8 – Mi'kmaw Values Connection Cards)

The drama circle works similarly to a readers' theatre, but instead of only reading lines as they appear on the page, participants are asked to follow verbal and visual cues to know when to perform an action, read a line, or both!

**To start the drama circle**, an educator/facilitator will read the first card. Each participant will receive one (or more, depending on numbers) of the cards. The cards are read in numerical order and each card is numbered to support educators/facilitators as they guide the pace and development of the drama.

A group discussion should follow the drama circle. Suggested questions are listed below.

## Suggestions for Set-Up and Adaptations for Learning Needs

- Educators/ facilitators know the strengths and weaknesses of the learners they're working with and can adapt the drama circle as needed.
- Once the cards have been distributed, give participants time to review their cards so that they can identify and understand which sections are for reading to themselves, which sections prompt their action, and which sections are speaking parts. It may help to colour-code each of these parts with a highlighter. Educators/facilitators can do this in advance or ask participants to colour-code their own cards in ways that best meet their needs.
- Give participants an opportunity to trade cards with another person if they choose.
- Give participants an opportunity to ask questions or clarifications on their actions, speaking parts, etc.
- Try a practice-run
- Two versions of the drama circle are available: one in full-colour, and one in black and white for learners who are easily overstimulated or require a different kind of visual contrast. In the black and white version, it is strongly recommended that the speaking parts are highlighted in advance.
- When printing and preparing the cards for use, it might be useful to write the card number in a large font on the back of each card so that when the card is lifted, participants can see visually that they are next, and can prepare to listen or watch for their cue.



## Additional Suggestions from Educator Pilot Sessions

In one pilot, an educator printed off each of the Mi'kmaw values discussed in the drama circle (see the introduction to **Family, Culture, Community**, or LE F8 – Mi'kmaw Values Connection Cards) and double-backed it with detailed information about each value. These information sheets were placed randomly throughout the room.

Following the drama circle performance, participants moved around the room reading the values. If their card demonstrated that value, they would place their drama circle card with the value sheet and stand beside it.

Participants then held their own mini-discussions about their value in smaller groups. Alternatively, participants could engage with a larger group discussion from the vantage point of the value they represent.

## Suggested Discussion Questions

Learners should be asked to consider which Mi'kmaw value their card portrays.

1. What value is my card an example of? In what ways?
2. How do I understand this value after participating in the drama circle? Has my understanding changed from before?
3. What examples from my own lived experience connect to this value?

*Example: A participant links their card to "Sharing is at the heart of the culture"*

"I have card 11, and it not only tells me that 'sharing is one of the most important Mi'kmaw values,' but it also showed me an example of sharing, like when it asked me to pick up that pretend rock and then put it back where I found it because 'the rock doesn't belong to me...I only take what I need.' That reminds me of when my neighbour made too much spaghetti last week and offered us some, because they didn't need that much. We had such a good dinner that night! I think I knew that sharing was important, but I think I'm learning that when I share what I have instead of keeping it all to myself, more people can get what they need, and then everyone gets taken care of."

