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**Drama As Inquiry Program (DAIP):
Comprehensive Instructional Strategies for Culturally Responsive Teaching
In K-12 Classrooms and Schools**

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Educational settings where DAIP has been used:

1. Regular classrooms K-5 usually in six, nine, or twelve week programs
 - a. Title I schools, urban, rural. Typical classrooms included Anglo, African American, Hispanic, Asian, Native American students (LEP, ESL, Special Education with IEP's, gifted, etc.)
2. K-5 three-week intercession programs between regular school semesters in year-long school.
3. K-5 year-long program promoting cultural/historical heritage of school. The program was year-long, involving all students in the school, 65 of whom chose the DAIP to culminate in multiple presentations during the year-end Festival.
4. K-5 Professional Development School as part of Federal grant to enhance educational opportunities for culturally diverse groups of students; nine-week after-school and weekend program for 60 students.
5. Middle school program for 150 culturally diverse students as part of Project Gear-Up in rural community, after-school and weekend program
6. Year-long program for middle school and high school age students learning English in American English schools in Korea and Japan.
7. Nine week program elective class for high school students academically at risk, in-class, presentation to middle school/K-5 students.
8. High school regular classroom programs, six or nine-weeks.
9. Approximately 600 college freshmen enrolled in a study skills course in a bridge semester between high school and college or in first year of college courses.
10. One hundred and fifty college students enrolled in two formal studies to research creative instructional strategies on their academic performance and attitudes toward academic work at the college level.

For those programs including all six DAIP elements, presentations were made to audiences including fellow-classmates, fellow grade level students, all school audiences, parents/teachers or other groups in special programs, and public income-producing presentations.

Drama As Inquiry Program (DAIP)

Six Steps

1. Research
 - a. individual/independent research of topic at hand: each student researches personal, family, and community/cultural concepts or ideas that may add understanding of the topic. (Scripted interviews, who are the heroes?, current events).
 - b. group research: structured work in pairs or small groups where students look into history, impact on life/societies etc. of topic at hand. The teacher guides this phase and may require a paper product for assessment.
 - c. Whatever the product at this point, the teacher begins a portfolio for each student to maintain throughout the DAIP.
2. Dramatic Activities
 - a. individual, pairs, small group, whole class participation
 - b. activities may include guided fantasy journey, pantomime games (eg. Charades), spontaneous improvisation (in response to a picture, an idea, a situation, prepared improvisation, role-play, scenario-building, individual story-telling, group story-telling (with a beginning, middle, end)
 - c. dramatic activities are offered from the simple to the complex
 - d. activities can be integrated with other instructional methods or stand alone
3. Original Play Writing (Script Writing)
 - a. story outline: what is the story? all drama has conflict...what is the conflict?
 - b. place- what is the setting?
 - c. time-when does this happen?
 - d. characters-who is there conflicting?
 - e. Teacher researches and chooses an authentic script writing process
 - f. Depending on the natural flow of time, ideas, interest, etc., students and/or teacher decide how to proceed...individual skits?...small group presentations of longer play, whole class involvement?
4. Skit-Play Production
 - a. students design a production: casting, scenery, costuming, lighting, sound, props, make-up, etc.
 - b. rehearsals...the playwright directs
5. Play Promotion
 - a. students choose a venue for the presentations, and make all necessary preparations which may include advertising, ticket sales, programs, and school/parent/community involvement.
6. Play Presentation: in-class, special groups, whole school, public presentation

Resources

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