

## **DEDICATION**

The author wishes to express sincere appreciation and infinite thanks to My Lord Jesus, for giving me the opportunity to be at this point of my life and having the chance to make my dream come true. Special thanks to my dearest and beloved godson Nicolás González for the only fact of existing; you know you are my angel on Earth, my heart, life, and my reason to go on, everything I do, I do it for you my king! To my father who will always be in my heart. Thanks God!

## **ACKNOWLEDGMENTS**

A very special acknowledgement to the best teacher and thesis director I could ever have, Master Donald Stewart; your classes and endless assistance in the preparation of this thesis have helped me to work through this very challenging process.

Thank you!

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## BIBLIOGRAPHY

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# CHAPTER I

## PRELIMINARY ELEMENTS

### 1.1 INSTITUTIONAL DATA

**Name:**

Unidad Educativa Particular Bilingüe Liceo Internacional

**Activity:**

El Liceo Internacional es una unidad educativa privada, autónoma, experimental y laica regentada por la fundación del mismo nombre. Fue creada como una institución mixta y sin fines de lucro. Cuenta con la autorización del Ministerio de Educación y Cultura para su funcionamiento. Algunos de nuestros graduados han obtenido becas completas en las mejores universidades norteamericanas. Las instalaciones incluyen cuarenta y un aulas regulares, un aula recurso, tres aulas de apoyo y tutorías, un aula de uso múltiple, un aula de música, un aula de danza, un aula de arte, un aula de orfebrería, un taller de carpintería, un laboratorio de ciencias, un laboratorio de computación, tres bibliotecas con materiales en inglés, español y francés, un coliseo, una cafetería y una enfermería. La institución cuenta con dos canchas de fútbol, dos de voleibol y una de básquetbol. La matrícula está constituida por alrededor de 800 estudiantes, distribuidos en tres secciones: preprimaria (maternal, prekinder y kinder), primaria (seis grados) y secundaria (seis cursos). Hay aproximadamente veinticinco estudiantes por clase y una relación alumno-maestro de ocho a uno. Contamos con un psicólogo escolar, una consejera de secundaria, una directora de relaciones humana, una enfermera y una médica. Tres maestras especializadas y ocho tutores a tiempo completo se ocupan de la formación de estudiantes con necesidades educativas especiales. Los estudiantes que postulan para el ingreso al Liceo Internacional deben rendir pruebas de admisión de inglés, francés y matemáticas. Las posibilidades de admisión de estudiantes nuevos en todos los grados y cursos son limitadas.

La unidad educativa ofrece una formación de preparación para la universidad. El idioma inglés se enseña en un promedio de dos horas diarias en cada grado y el francés, con una frecuencia de tres o cuatro horas semanales en secundaria. Los estudiantes del último año requieren rendir un TOEFL como requisito para su graduación. Tenemos una variedad de actividades extracurriculares que incluyen talleres de simulación del modelo de Naciones Unidas, música, periodismo, pintura o catecismo. Desde 2008 funciona en el Liceo Internacional un grupo scout. Las opciones deportivas incluyen fútbol, básquetbol, voleibol, esgrima y atletismo. En horario extracurricular, todos los estudiantes de segundo año de bachillerato completan doscientas horas de servicio comunitario. La unidad educativa basa su educación en la atención individualizada a sus estudiantes con el propósito de desarrollar ampliamente su potencial en todas las áreas: académica, deportiva, artística y humana. La educación en valores, la disciplina, la formación en liderazgo y el aprendizaje de destrezas sociales y emocionales son parte de nuestro currículo en todos los grados y cursos. Se da particular énfasis a la labor social, la solidaridad con los necesitados, el aprendizaje cooperativo y la educación del carácter. El Liceo Internacional tiene estándares y demandas académicas altas. El 99% de nuestros graduados cursa carreras universitarias de cuatro años o más, el 1% cursa carreras técnicas de dos años. Aproximadamente la tercera parte de nuestros estudiantes aplican y son aceptados en universidades extranjeras.

**Location:**

De las Amapolas E15-268 y De Las Malvas, Monteserrín

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## Characteristics:

Desde su creación, el Liceo Internacional se encuentra sólidamente comprometido con acciones de responsabilidad social como parte esencial de su política institucional y como herramienta formativa para toda la comunidad educativa.

<p><b>Hermano de Navidad</b></p>	<p>Cada diciembre, y como único festejo navideño de la institución, los alumnos del Liceo Internacional agasajan a los estudiantes de la escuela fiscal Gabriel García Márquez, del Centro Infantil Macarena y del Colegio Fernando Ortiz Crespo. Se entregan obsequios consistentes en víveres, juguetes y ropa, de familia a familia, y de forma totalmente personalizada. Esta tradición se inició en el año 1983 y ha continuado en forma ininterrumpida hasta hoy. En la actualidad, se ha ampliado la cobertura a las familias de las internas del Centro de Rehabilitación Femenina de Quito.</p>
<p><b>Centro de Desarrollo Infantil Macarena</b></p>	<p>Se inició en 1996 como parte de los proyectos sociales de la Fundación Liceo Internacional. El Centro lleva el nombre de nuestra querida alumna Macarena Jijón Chiriboga, prematuramente fallecida. En él se acogen a 90 niños de escasos recursos económicos, comprendidos entre los tres meses y seis años de edad, con el objeto de ser atendidos en salud, alimentación, instrucción y socialización. Parte del grupo de alumnos está formado por los hijos de las internas del Centro de Rehabilitación Femenina de Quito. Desde 2008, se amplió el servicio con la construcción de un dormitorio. Macarena funciona desde las 7h00 hasta las 16h00, de lunes a viernes, y únicamente se cierra durante el mes de agosto. El Centro provee también de atención odontológica a sus niños y a</p>

	los moradores del barrio.
<b>Participación estudiantil</b>	Los alumnos de quinto curso hacen la labor social requerida para obtener el título de bachiller ofreciendo tutorías a un grupo de cuarenta alumnos de la Escuela Gabriel García Márquez, para ayudarlos en sus tareas académicas y de nivelación de conocimientos.
<b>Tarea social de secundaria</b>	<p>El último día de cada trimestre, los alumnos de la secundaria lo destinan a tareas de tipo social. Fundamentalmente implementan actividades como:</p> <p>Visitas a los ancianatos para brindar una mañana de compañía y solaz a los ciudadanos de la tercera edad;</p> <p>Visitas a orfanatos para ofrecer recreación a niños huérfanos y abandonados;</p> <p>Tareas de mantenimiento de las escuelas cercanas al Liceo, consistentes en refacciones y pintura de pupitres, paredes y muros;</p> <p>Elaboración de material didáctico para escuelas vecinas;</p> <p>Reforestación de parques y jardines de la ciudad de Quito;</p> <p>Campañas de reciclaje y recolección de papel;</p> <p>Campañas de donación voluntaria de sangre para la Cruz Roja.</p>
<b>Programa "Vivamos la</b>	Por iniciativa del Liceo Internacional, desde 2001 se viene haciendo una campaña que pretende abarcar a la

<b>fiesta en paz''</b>	mayor cantidad posible de consejos estudiantiles, con el objeto de reducir el consumo de alcohol en las fiestas de Quito. La campaña se difunde a través de los principales medios de comunicación y ha rebasado el ámbito local, planteándose actualmente un impacto nacional reconocido positivamente por la comunidad.
<b>Voluntariado</b>	Un grupo de estudiantes de los cursos superiores coopera entusiastamente con Operación Sonrisa, conformado por un grupo de médicos que periódicamente concurren al país para realizar operaciones gratuitas a los niños ecuatorianos que nacen con labio leporino o paladar hendido. La labor de nuestros estudiantes consiste en recoger instrumentos de aseo, ropa y juguetes, con los cuales asisten a los niños antes y después de sus intervenciones quirúrgicas. Grupos de estudiantes acompañan a las misiones programadas periódicamente para ofrecer apoyo al equipo médico y a las familias que se benefician del programa. También hay grupos de estudiantes que colaboran con las brigadas médicas del Club Kywanis.
<b>Aula recurso</b>	El Liceo Internacional, pionero en la establecimiento del sistema de aula recurso para atender a niños con necesidades educativas individuales, implementó la instrucción diferenciada que la ejecutan maestras con formación especializada. Una de las orientaciones de esta aula es integrar a sus estudiantes en el resto de materias, una combinación que ha dado magníficos resultados en su inclusión.  En la secundaria se estableció la Carrera Corta de Ayudantía de Oficina con cuya culminación a sus

	egresados se los habilita para ingresar al mundo laboral. En 2010 se graduarán los primeros egresados del Bachillerato Polivalente en Artes y Oficios, con un título que les permite el acceso a estudios superiores.
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**Context:**

<b>Austeridad</b>	Evitar todo tipo de ostentación que menoscabe la condición de los demás. Usar, de modo racional y responsable, los recursos naturales y materiales de mi entorno.
<b>Autonomía y Criticidad</b>	Optar libremente por todo aquello que implique mi crecimiento personal y el bien común. Cumplir autónomamente con mis tareas y compromisos.
<b>Diálogo y Comunicación</b>	Hacer de la cultura del diálogo una herramienta permanente de relación con los demás. Establecer un estilo de comunicación directo, oportuno y transparente. Ser discreto y leal.
<b>Ecuadorianidad</b>	Valorar y proteger la riqueza natural y cultural de mi país. Prepararme activamente para ejercer una ciudadanía responsable. Contribuir, desde mis posibilidades, al impulso del desarrollo integral del Ecuador.
<b>Honestidad</b>	Actuar en un marco de honradez y sinceridad. Decir siempre la verdad. Asumir responsablemente las consecuencias de mis actos.

<b>Inclusión y Respeto</b>	Respetar la individualidad y los derechos de los demás. Valorar las destrezas y aptitudes de los otros. Actuar considerada y cortésmente con los demás. Cuidar los bienes ajenos y los bienes comunes como si fueran propios.
<b>Laboriosidad</b>	Ser esforzado y perseverante en mis responsabilidades escolares. Comprometerme con alternativas de acción que me permitan valorar el trabajo y sus gratificaciones.
<b>No Violencia</b>	Rechazar y denunciar toda forma de violencia (física, psíquica, emocional). Involucrarme permanentemente en la resolución pacífica de conflictos.
<b>Responsabilidad</b>	Cumplir las obligaciones que me corresponden. Entregar mi mayor y mejor esfuerzo en función de mis capacidades. Llegar puntualmente a todos mis compromisos.
<b>Solidaridad</b>	Participar en actividades de responsabilidad social destinadas a atender problemas sociales que afectan a la comunidad. Evidenciar mi apoyo fraterno con quien esté sufriendo.
<b>Trascendencia</b>	Buscar constantemente mi superación personal. Prepararme para hacer del mundo un mejor sitio para vivir.

## **Estatutos:**

### **Misión**

La Unidad Educativa Particular Bilingüe Liceo Internacional forma niños y jóvenes con una sólida preparación académica y comprometidos con el servicio a la

comunidad, a través de la oferta de una educación personalizada, flexible, alerta a los cambios del entorno y genuinamente basada en la práctica de valores humanos.

### **Visión**

El Liceo internacional se propone ser una excelente unidad educativa, con fortaleza financiera e institucional, tomada como referente de la educación básica y media del país por su sobresaliente nivel académico, la capacitación de su personal docente y manejo de los mejores estándares educativos reconocidos internacionalmente manteniendo como buena práctica la rendición de cuentas a la comunidad educativa sobre el tema de la calidad del servicio.

### **Objetivos:**

El Liceo Internacional persigue los siguientes objetivos:

- Desarrollar la excelencia académica de todos los estudiantes sobre la base de un currículo trilingüe español-inglés-francés.
- Promover hábitos de estudio, trabajo, colaboración y responsabilidad con base en la autodisciplina.
- Fomentar el desarrollo pleno de las habilidades y cualidades individuales de cada estudiante en lo emocional, social, psíquico, científico, deportivo y artístico.
- Incentivar el compromiso de estudiantes, padres de familia y profesores en obras de beneficio social y cuidado del medio ambiente.

## 1.2 Diagnosis

Liceo Internacional has been presenting plays for almost 15 years. There are six grades in the elementary school; each grade has two groups of almost the same number of students giving as a result 12 grades. Each grade has two English teachers, one for grammar and the other for grammar in context (G.I.C). One teacher will be in charge of adapting the play, while the other will be in charge of rehearsing it. Teachers would start the play process adaptation in December to present the first draft in January. Once it has been approved by the English Department of the School, teachers will proceed to give the students the scripts to be read in class, then assign each student a character, and finally rehearse the play for 12 hours a week during a month.

The plays are usually adaptations of movies or books, taking into account the age of the group in order to adapt it, the plays transmit a message or a moral value such as solidarity, friendship, honesty, teamwork, responsibility, etc. Yet the annual plays have not gone transmitted a message which can have such an impact on the performers and viewers that after performing or watching the play they learn about something that is occurring in our world and provide them with ideas on how to solve these or problems or at least not contribute to make them worse.

After having analyzed plays performed the years 2009 and 2010, it could be seen that students just memorize their lines without developing the necessary critical thinking in order to respond to situations. For these reasons, it is mandatory that the play take a total spin and change the way it used to be done.

## **1.1 Justification**

### **1.1.1 Academic reason**

Students in fourth grade should develop their critical thinking while performing their play at the same time as their second language is reinforced; developing. On the other hand, the writer looks forward to getting this idea applied in the other grades, in order to develop their critical thinking as well. After having observed how kids perform successful school plays year after year, it was high time to deeply analyze how much these plays help to develop students' ability to think clearly in such a way they understand logical connections of ideas, find solutions to problems, and mainly reflect about their own and others' ideas, values, beliefs and opinions. Generally, performing a play for kids consists of memorizing lines, rehearsing stage positions and movements again and again, smiling and being as adorable as possible on stage, but it is very untypical to create plays which have a message to be transmitted or that demands students to develop their ability to reason.

Developing these two aspects would greatly and potentially benefit the play participants and the audience itself in a way that they can contribute to change many factors that are affecting our society such as environmental problems. On the other hand, this development of students' critical thinking will eventually make of our present generation the ones that will definitely make a positive change for our world in the present for a better future

### **1.1.2 Social reason**

It is high time that primary students are able to express their feelings about problems that adults are making them face. If we adults listened to children about their point of view about the global problems such as pollution, global warming, wars, etc., we would definitely find solutions to these problems, or at least face them much better.

### **1.1.3 Personal reason**

For the writer of this proposal, this is a great way to express the concern a few people have of helping our society. Besides, this is a really important chance to apply what I have learned during my life as a teacher.

## 1.2 OBJECTIVES

### 1.4.1 General Objective

To make students learn to develop their critical thinking that will try to educate the audience and further viewers of the play about different problems our society faces these days, and how these problems may be solved.

### 1.4.2 Project Objectives

To develop the aptitude to enter physically, mentally, and emotionally into the fictional drama context.	To keep reinforcing the practice of English.	To develop the needed values to interpret a given character.	To use drama in order to understand complex meanings and concepts contained in the play.	To use drama to express a personal view on a subject.
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### Project Objectives

To make students experience a class rehearsal where ideas, feelings, concerns, and experiences can be expressed.	To make students enjoy their second language learning through a meaningful activity.	To develop the ability to co-operate with others empathetically.	To develop personal flexibility, naturalness, cooperation, body language, verbal competence, and imagination to transmit the wanted message.	To use drama to understand the human aspects that have made our world the environmental difficulty it is facing nowadays.
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## **1.5 HYPOTHESIS**

The adaptation of stories and songs for the annual plays can help kids develop their critical thinking about current situations which affect the world nowadays.

## **CHAPTER II**

### **THEORETICAL BACKGROUND**

#### **2.1 DRAMA**

I hear and I forget,

I listen and I remember,

I do and I understand.

(Chinese proverb)

Dow (1966) says that drama is a very ancient art which has been practiced since primitive times. Religious rites were ceremonial dances accompanied with chants, and these were held in order to seek for an explanation of what is mysterious or unknown, the primitives would represent the aspects that they feared.

Moreover, she defines drama as the way to express ideas about life in a way that they can be interpreted for an audience. John Gassner (1951) said, “Whether or not life has been imitated realistically or revealed imaginatively, it has been made more intense for us. And if we also derive any wisdom from the theatre, it has come directly from a shared experience”.

Wessels (1987) gives her definition of drama by stating that “drama is doing, being, it is such a normal thing”. She sees drama as something natural in which we engage every day when we have to deal with difficult situations. In order to learn something and have it fully acquired and retained, there are six elements which have to be present in the process like a situation, problem, solution (surface reality) and a background, emotions, and planning (underlying reality/foundation.) She also states that students would actually be more expected to remember meanings when it comes from the result of experience. Teachers fail to realize the importance of providing students with direct

experience, we teachers present our students the surface reality only and that is the reason why they forget what has been imparted so easily, thus drama offers direct experience that make students face both realities.

### **2.1.1 The value of dramatics**

Dow (1966) also mentions that the students, who are immersed in theatre, learn to be intelligent and empathetic, and will also gain poise and acquire a very expressive voice in English. Nevertheless, the most important value students get from acting is having a lot of fun. The fact that students represent someone else on stage for a time facing an imaginary or real situation stimulates the imaginations and releases the emotions. In short, the actors will notably explore and develop their imagination, creativity, sensitivity, and understanding of human nature.

The use of drama in the English class is not new to any teacher. According to Chris Boudreault (2010), drama in the English classroom is beneficial not only to capture the students' attention, but to have surprising and unexpected results. It is highly recommended to use drama in the class, since it will let students face authentic situations in which they would express themselves, but most importantly, drama in the class has the power to transform the actors and the audience too.

“Drama in the class is useful in many ways, for it can help to build new vocabulary, improve pronunciation, confidence, and motivation”(Maley, 1982), but it will mainly make the learning process fun and memorable for students. Besides, drama in the class will always provide students with the appropriate setting to express their feelings, desires, ideas, and many other ways of expressing themselves. On the other hand, Boudreault states that students' imagination will have the chance to be explored and developed, since they will have to face many diverse situations to react to; they will also have the opportunity to be empathetic and understand the world from different perspectives.

It is very common to prepare students to perform well-known books or movies for plays, but since drama is an excellent way for studying human nature, it would be ideal to use this powerful tool that is drama, in order to develop critical thinking through a play.

It is said that “drama brings Literature to life”; as a consequence, this is the opportunity to bring a real message to the students who interpret their roles, and the audience that will also have the chance to learn and get a message that could help to create awareness in the viewers in a way that the problems our society faces nowadays, may have solutions, or at least change for the better.

## **2.2 CRITICAL THINKING**

Kurland (2000) defines critical thinking as a combination of several skills like rationality, self-awareness, honesty, open-mindedness, discipline and judgment. On the one hand, rationality is when the mind relies on reason rather than emotion and requires evidence in order to find the best explanation. Regarding self-awareness, he says that critical thinking is when own assumptions, prejudices, and points of view are recognized. Honesty and critical thinking get together when modes of self-deception, referring open-mindedness, and evaluation of all reasonable inferences, different varieties of perspectives, others’ possible interpretations, explanations, and the possibility of finding inconsistencies are considered. Likewise, we must be precise, meticulous, and comprehensive in order to resist manipulation and irrational appeals so that discipline will be achieved. Finally, in judgment, we are thinking critically when we are able to recognize relevancy. In other words, critical thinkers are by nature skeptical, active, and not self-centered.

Kurland says that critical thinking enables us to recognize a wide range of subjective analyses of otherwise objective data, and to evaluate how well each analysis might meet our needs. Facts may be facts, but how we interpret them may vary.

Snarsky (2007) says “Pragmatic competence goes beyond grammatical competence and refers to speaking appropriately for the context”. A clear definition of what pragmatic competence is given by Barron (2003), who states “Pragmatic competence is understood as the knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts, and finally, knowledge of the appropriate contextual use of the particular language's linguistic resources.” Snarsky also mentions that acquiring accurate grammatical competence is sometimes the objective every teacher has for their students, but regrettably, this is not as important as acquiring appropriateness. Additionally, she states that critical thinking is also put aside by teachers who only want their students to get grammatical accuracy, like asking them to memorize long lists and grammar rules, and even whole dialogues. She emphasizes that the memorized information is not enough to face real-life situations, and that a person should use critical thinking skills to respond to situations, being sure to use proper language combinations, as well as using these combinations appropriately.

On the other hand, she talks about Bloom’s Taxonomy (1956) of learning domains. Bloom states that there is more than one way to learn, in fact, there are three, which are cognitive referring mental skills (knowledge), affective regarding emotional areas (attitude), psychomotor as the manual skills (skills). Bloom says that “the cognitive category includes knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.” He also stated six major categories, which are shown in the following chart from the simplest behavior to the most complex.

### **2.2.1 Critical Thinking Development**

According to Linda Elder and Paul Richard (2010), developing critical thinking, students must face “stages of intellectual development” and then they can improve as thinkers. Elder also mentions that achieving this goal will depend on how well cultivated and taken through stages correctly students are. The stages of intellectual development according to Elder are:

#### **The Unreflective Thinker:**

This type of thinker lacks the ability to clearly assess their thinking and improve it. These thinkers are unaware of the standards for the assessment of thinking such as clarity, accuracy, precision, relevance and logicalness.

#### **The Challenged Thinker:**

This type of thinker is the one who has become aware of the important role critical thinking has in their lives. These thinkers recognize their thinking is flawed, but they are not able to recognize the flaws themselves, they will generally have a grasp of the standards previously mentioned.

#### **The Beginning Thinker:**

These thinkers recognize their basic problems and try to improve them. These thinkers are becoming aware not only of thinking, but also of the role in thinking of concepts, assumptions, inferences, implications, points of view in their lives and how important it is to internalize them into a systematic way. Good habits to practice thinking are mandatory in this stage.

### **The Practicing Thinker:**

Thinkers have a sense of the habits that are needed to develop their thinking. They actively analyze their thinking in several aspects; in other words these thinkers have become knowledgeable of the concepts which will lead them to next level. Students at this point will be able to think egocentrically and sociocentrically.

### **The Advanced Thinker**

Thinkers have developed the necessary habits of thought which helps the thinker to actively analyze their thinking in all the significant aspects of their lives and have significant insights into problems at a very profound level of thought. These thinkers have a good command over their egocentric nature. Advanced thinkers are actively and successfully engaged in systematically monitoring the role in their thinking of concepts, assumptions, inferences, implications, points of view, therefore, they have excellent knowledge of that enterprise; also, they are knowledgeable of assessing their thinking, value the deep and systematic internalization of critical thinking into their daily habits, and have an eager insight into the role of egocentrism and sociocentrism in thinking. In other words, the advanced thinkers have understood the role thinking has in the quality of their lives.

### **The Accomplished Thinker:**

This thinker will systematically take charge of their thinking. There is also continuous monitoring, revising, and re-thinking strategies for improvement of their thinking. Basic skills of thought have been deeply internalized and will still develop new insights into problems at a much deeper level of thought.

### 2.2.2 Critical Thinking Instruction

Elder also points out how important the teachers' role in developing students' critical thinking is:

- This instruction must be given by teachers who will lead discussions designed to know how their minds work, including how they can improve as thinkers.
- During elementary school students become “beginning thinkers”; during middle school and high school students will become “practicing thinkers”
- Developing critical thinking in students does not mean withdrawing the academic content; it means to join both parts intellectually.
- Becoming teachers who advocate of quality thinking and learning, in keeping with this stage theory, they teach in such a way that students are regularly required to:
  - 1) State and explain goals and purposes,
  - 2) Clarify the questions they need to answer and the problems they need to solve,
  - 3) Gather and organize information and data,
  - 4) Explicitly assess the meaning and significance of information you give them,
  - 5) Demonstrate that they understand concepts,
  - 6) Identify assumptions,
  - 7) Consider implications and consequences,
  - 8) Examine things from more than one point of view,
  - 9) State what they say clearly,
  - 10) Test and check for accuracy,
  - 11) Stick to questions, issues, or problems; and not wander in their thinking,
  - 12) Express themselves precisely and exactly,
  - 13) Deal with complexities in problems and issues,
  - 14) Consider the point of view of others,

- 15) Express their thinking logically,
- 16) Distinguish significant matters from insignificant ones,

As a result of such instruction, the students (in general):

- 1) Learn content at a deeper and more permanent level
- 2) Are better able to explain and apply what they learn,
- 3) Are better able to connect what they are learning in one class with what they are learning in other classes,
- 4) Ask more and better questions in class,
- 5) Understand the textbook better,
- 6) Follow directions better,
- 7) Understand more of what you present in class,
- 8) Write better,
- 9) Apply more of what they are learning to their everyday life,
- 10) Become more motivated learners in general,
- 11) Become progressively easier to teach.

For these reasons, it is crucial that we as teachers and educators discover our own "thinking," the thinking we do in the classroom and outside the classroom, the thinking that gets us into trouble and the thinking that enables us to grow. As educators we must treat thinking--quality thinking--as our highest priority. It is the fundamental determinant of the quality of our lives. It is the fundamental determinant of the quality of the lives of our students.

## 2.3 BLOOM'S TAXONOMY OF LEARNING DOMAINS

### 2.3.1 Cognitive Domain Steps

Knowledge: Recall data or information.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
Evaluation: Make judgments about the value of ideas or materials.

Ziliax (2011) mentions that many language classes emphasize on the lowest levels, which are knowledge and comprehension. Students, who will use the language outside the classroom, will definitely need the more advanced skills in their repertoire. The high levels of thinking are the necessary ones to succeed when facing real life situations. In my opinion, asking students to memorize lines for a play basically stands in the first two steps, but what students really need when performing a play, of course, is to reach application, analysis, synthesis, and evaluation. Ziliax also defines two

stages by saying that “synthesis will be a natural progression after students have analyzed their characters”. Then, students will be able to predict about their characters and conclude how their lines will affect a scene. On the other hand, evaluation would be automatic, he says, since students will be able to discern the outcomes of their production.

It is impossible to deny how facing things emotionally, such as feelings, values, appreciation, enthusiasm, motivation, and attitudes, will also be an important part of developing critical thinking in our students. Trying to develop critical thinking in students must also reach the highest level shown in the chart below, which is internalizing values, in other words, students will show as said by Bloom in his taxonomy “self-reliance when working independently, cooperate in group activities, use an objective approach in problem solving, revise judgments and changes behavior, values people for what they are, not how they look”.

Receiving Phenomena: Awareness, willingness to hear, selected attention.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.

Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.

Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

### 2.3.2 Psychomotor Domain

Regarding the psychomotor domain, physical movement, coordination, and use of the motor-skill areas are included. Bloom's Taxonomy cites that "the development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution".

Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.

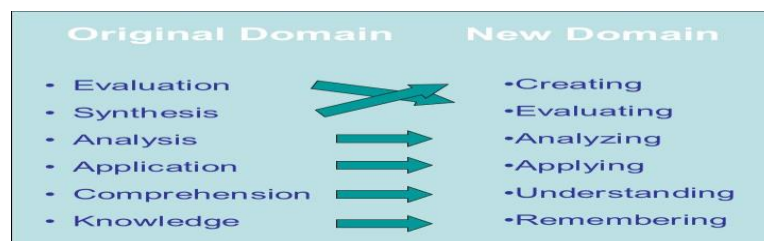
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).

Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.

Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some

confidence and proficiency.
<p><b>Complex Overt Response:</b> The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</p>
<p><b>Adaptation:</b> Skills are well developed and the individual can modify movement patterns to fit special requirements.</p>
<p><b>Origination:</b> Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</p>

Simpson, in his analysis of Bloom’s taxonomy, and as listed in the chart above, mentions that there are seven levels to take into account regarding the psychomotor domain. But the sixth level, in my opinion, is closely linked to critical thinking, since the skills that students need to have at this level would respond effectively to unexpected experiences, and modify instruction to meet the needs of the learners. To sum up, Lori Anderson (1990), a former Bloom student, represented the taxonomy in the following summarized chart, which clearly shows how critical thinking is part of the highest levels.



## 2.4 Learning Styles

Learning styles are the different ways of learning. There are visual, auditory, kinesthetic, tactile, group and individual learners. Every person unquestionably possesses a range of these styles, and these styles are closely related to critical thinking when students have to perform a play.

## 2.5 Multiple intelligences

There are several types of intelligences such as, linguistic, logical-mathematical, musical, intrapersonal, interpersonal, bodily-kinesthetic, and spatial. Gardner (1983) gives a model that shows how drama uses the mentioned intelligences. As a consequence, using drama in the class will activate the many different types of intelligences in the students (Ziliax 2011)

Drama utilizes these various intelligences in the following types of ways:

Intelligence type	Type of drama activity	Example
Linguistic	Thought-tracking and monologue, extended dialogue, script-writing, explaining ideas to the group, using different language registers	Creating a monologue or thought-track for the character who has to report on an incident to audience or a silent partner.  Scripting a scene.  Speaking as the Chief or King using high status register.
Logical-Mathematical	Thinking and planning the use of space, sequencing of scenes, implications of the actions of characters, dividing into groups for	Problem solving: how many people will be needed for this scene? How can we show the two families when they get the bad news? What is likely to happen after the boy returns home late? What is likely to

	working, using and planning lighting for scenes	happen if this character tells a lie to his friend?  How can we organise the lighting for these three scenes?
Musical	Responding to music to create atmosphere for a scene, keeping up a tempo/rhythm in synchronised work, awareness of vocal pitch and tone	Working on a sequence of movements to keep time with the music/rhythm for a synchronised sequence. Recognising (and using) a variety of vocal tones, pitches, and pace for a particular character.
Intrapersonal	In groups being able to point out how they respond to a stimulus prior to working with it, as individuals expressing the inner motivations of themselves in relation to a character	Responding to the reflective aspects of a session in being able to apply a feeling or situation to themselves.  During planning – ‘I think the character might be feeling... because I would feel....’
Interpersonal	Recognising and responding to the situations and stimulus of drama through awareness of moods, atmospheres, feelings, and with an awareness of facial expression, body language in both the actuality of the group and	Show how this character would enter the situation if s/he knows that s/he will be accused of stealing the money.  Seeing the signals of the character when asked - How did you know that the character was scared even though he was smiling?  In group planning – We need to

	in the drama process	show the woman flirting with the man without other people knowing.
Bodily – Kinaesthetic	Physical abilities – holding postures, creating a variety of gestures, balancing, moving in a variety of sequences and styles, using mime	Mime work with attention to detail. Still-image work holding a posture/gesture, Walking and moving in the manner of an old person answering the door.
Spatial	Using space, creating groupings, diagrams of set designs, use of colour for costumes and sets, use of lighting effects for the space, using a variety of levels/rostra blocks	How can we show that the General is of a higher status than the ordinary soldiers? (using levels and proxemics)  Draw the set from above showing the exits and where the chairs need to be placed for the character to remain important to the audience.  Decide on which elements of the set need to be in the spotlight to show the character's monologue.

Another important aspect of drama in the class is that the learning process will become easily learned when it is demonstrated, and this reason probably relies on the TPR methodology. Richards and Rodgers (2001) state that TPR is a language teaching method based on the relation between speech and action. Verbal rehearsal and motor activity will enlarge the chances of successful recall, for instance, by performing a play, which contains an urgent message to be shared, and the motor activity will make students easily remember.

Most teachers will also see drama as a way to practice the oral skill, but there are many other aspects such as students having fun. Less inhibition, relaxation, shyness, fear, and blocking out the language, will practically disappear, due to the fact that when students have a fun activity, they are open to concepts, and learning will occur as a matter of fact.

Drama also has important benefits in the social aspects of students' lives. Important values such as cooperation, empathy, leadership, team work, compromise, decision making, self-acceptance, self-esteem, responsibility, problem solving, management, organizational skills, and knowledge exchange will be developed or reinforced in the students' personalities which, at the end, will leave us as teachers and students ready to face any situation in our lives, because we are providing them with the necessary tools to express their feelings in a different way.

“Our world is a stage” (William Shakespeare). All of us have a performance every single day. We will act and communicate our own interests to influence the people around us to act voluntarily in accordance with the individual's plans (Goffman, 1959). Many of us have heard the expression “the first impression counts”, well, it is not wrong at all. The words we will use, the body language, will have such an important role in many acts of our life; in other words, the many acts that we have to perform during our lives will be successful, and the others will answer us as they perceive us.

“Dramatic skills can help us become the person we want to be. In this way, drama has a wider reach than simply making us more fluent in a second language. It has the potential of making our lives better as we will be better understood and may help us become the people we want to be. Drama is all about how we present ourselves. If the student can communicate better, the more likely others will see him/her as he/she

wishes to be seen. Therefore, the skills of drama can help the student become the person that he/she wants to be.” (Chris Boudreault, 2010)

If drama is able to make us, the people we want to be, it is possible then to cause significant changes in the audience or viewers’ lives, especially if the message of the play presented transmits possible solutions, suggestions, and recommendations that somehow will cause a significant impact on them, and have attitude changes that will benefit not only the actors but our own society.

Kao and O’ Neill (1998) state that ESL teachers who try drama in their class will only have the students recite their lines and look for language accuracy, rather than the meaning that is being conveyed. I strongly disagree with this statement since it is possible to have drama which looks forward to getting the benefits already mentioned but, at the same time, it is possible to convey meaning.

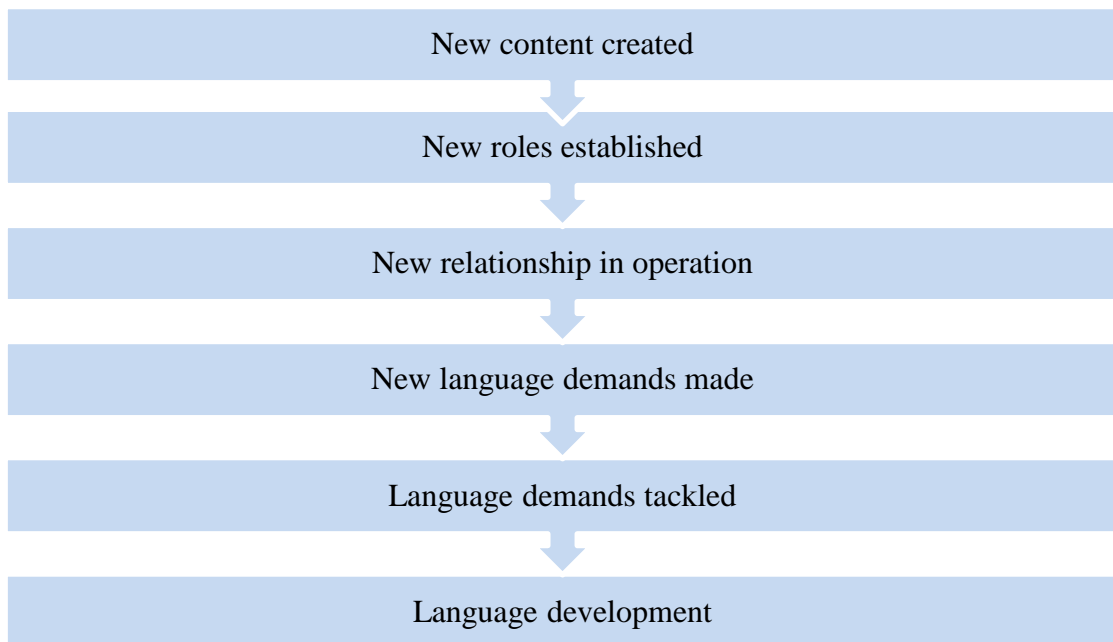
## **2.6 PLAYS**

A play is similar to improvisation. The students will receive the setting, problem, and characters in the play to be represented. Plays will be written on paper, which is called the script. The main objective in a play is to give the students their lines in order to be read and dramatized.

Plays are greatly useful for students to develop their imagination, planning skills, and how to react to given situations. At the same time, students will be confident enough to try to apply their acquired language in the regular classroom. Constant repetition of lines will improve their pronunciation while reading the script will reinforce their reading skills.

The most important factor about plays and second language learners is the fact that students will be able to read for the main idea, details, understand grammar structures, increase their vocabulary, expressions, and all of this done in a real context.

During the adaptation of the play for the kids, it came to my mind that since drama permits the students to express their feelings, and most importantly their concerns, it would be ideal to adapt it to a current issue our society is facing: environmental problems. Before this adaptation started to become something feasible, a brief discussion was held in order to tell students that the plays they had been doing so far would no longer be applied in fourth grade that it was high time we changed for good and make a difference.



This table elaborated by Wilson and Cockcroft (1982) states the importance of giving students new contents to work on. This chart proves how important it would be to take students' minds into new concepts of what they traditionally have been doing, this meaning that the plays students had performed at school need to take a new direction. This direction will lead students to have roles they have never experienced, especially when the characters have been taken out of their original context to fit a new one. All

of this process should conduct students to have new language demands that at the end will smoothly result in language development.

Some imagination and love for environment and our planet made the way to find the perfect classic to be adapted, A Christmas Carol, by Charles Dickens (1938). We all know the story as follows:

On Christmas Eve, an old miser named Ebenezer Scrooge is visited by the spirit of his former partner, Jacob Marley. The deceased partner was in his lifetime as mean and miserly as Scrooge is now and he warns him to change his ways or face the consequences in the afterlife. Scrooge dismisses the apparition but the first of the three ghosts, the Ghost of Christmas Past, visits as promised. Scrooge sees those events in his past life, both happy and sad, that forged his character. The second spirit, the Ghost of Christmas Present, shows him how many currently celebrate Christmas. The Ghost of Christmas Yet to Come shows him how he will be remembered once he is gone. To his delight, the spirits complete their visits in one night giving him the opportunity to mend his ways.(1990-2011)

The adaptation process consisted of using the very same Ebenezer Scrooge with all his characteristics, but for this story, he would be a man who does not care about the environment and other related issues. He only cared about making money at the expense of nature. Then, the ghosts would have the same role as the ones in the original story. Another part of the adaptation started with the inclusion of several well-known story characters whose roles were designed to fit the situation presented in each scene.

Adaptation is to change something in order to use it in a different way. Regarding the songs that were used, they were chosen because they were used as completion listening activities for students during the first term. Students love to do these completion activities, especially when they like the songs. Some of the songs that were used were

difficult to adapt because of the rhythm, but at the end, they were tailored to express a short summary after the scenes when they were sung.

Modern texts will offer useful language transfer and of insights into contemporary social, political or cultural aspects (Collie, 1987). This statement supports the idea of using modern texts in order to illustrate ideas, so making a classic book become a modern adaptation, and adapting songs to convey meaning to impact viewers, has enough basis to be carried out.

Gist plus comprehension equals appreciation and enjoyment (Collie, 1987). Even though students who may perform the play will not understand all the complex structures or the scenes themselves, if they do get the central idea of what is being tried to communicate, knowledge will be acquired in this way.

There are two types of knowledge; declarative and procedural. According to Anderson, declarative knowledge is those things like facts, rules, and images that a person can explain clearly. On the other hand, procedural knowledge is the ability to apply cognitive skills automatically, which means that the person will not even think about rules, but just use the correct form.

According to Celce (2000), communicative competence is the objective a second language learner should fulfill. There are four components in communicative competence; linguistic, sociolinguistic, discourse, and strategic competence. Canale and Swain (1980) explained that discourse competence consists of the selection, sequencing, and arrangement of words, structures, and sentences, to reach the communication act, while strategic competence is more about procedures that activate knowledge. The importance of having an authentic language class which serves as a source to improve the learning process will certainly be reflected, the moment students deal with the fact of coming up to stage, facing their fears, and using their set of competences together in a meaningful activity.

## 2.7 SONG ADAPTATION

According to Gregory Pavliv (2011), music relates to English class on many levels such as:

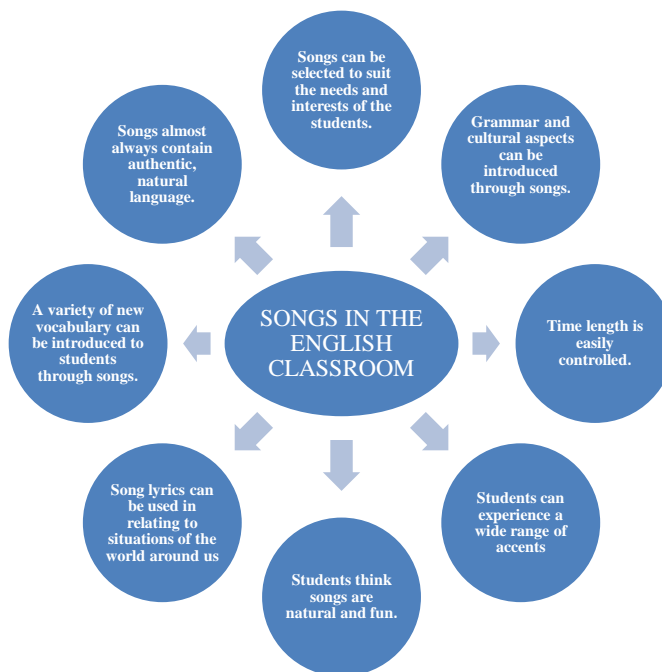
Artistic Expression	Music and English are both ways in which people can express themselves through their own composition or interpretation of other works. Music can relate to English class as a vehicle of emotion. Someone creating music is taking his own personal experience and transferring it into song. In English class, students attach their emotions to a written piece of work or create their own composition of poetry or stories.
Poetry and Song	In music, song is created. In English, the equivalent is poetry. English teachers can use music to help students make the transition from memorizing song lyrics to writing their own lyrics. When these lyrics are taken as their own body of work, the students become poets. A helpful assignment could consist of students listening to a piece of music for inspiration and then composing a piece of poetry that is based on what they heard.
Rhythm and Meter	Music has a definitive beat, regardless of style or genre. The beat is what drives the song. In English class, the reading of poetry involves the use of beats that are embedded in the language made into a rhythm by the composer, or in this case the author. Taking it from the other direction, a piece of poetry written by one student can be turned into a song by another who is able to hear the beats of the words and turn them into a piece of music. When reading well written prose, the beat of the consonants against the vowels creates another style of beat

	that flows as easily as poetry.
Performance	Music is performance-driven. The ultimate goal of learning a song is to perform it for others. While English does not exactly share this overall goal, English class offers opportunity for performance through readings, poetry recital and drama clubs. In performing, the student author or reader will have an experience similar to the student composer or musician who performs on stage for the school.
Conclusion	Music not only relates to English class, it can be a valuable part of the class to complement current lessons, inspire additional projects or stand alone as a vehicle for poetry and prose. There are many opportunities for teachers of both subject areas to work together and create multi-sequence lessons that might span multiple class periods between both English and music. Discovering the relation between the two will inspire students and teachers alike.

The use of songs that were worked on during the first trimester of school and then adapt them for the play was definitely the most remarkable experience students faced. While they sang, they not only enjoyed the song itself but they were able to assimilate the message it has and transmitted it to the audience. The process of adaptation made students realize that it is possible to go beyond what is typical and established and mainly to have fun while doing it. As it is mentioned in the chart, the ultimate goal of learning a song is to perform it, this way students will face what it is like to be on a stage and not singing nonsense, but sharing what they have learned. Music and English together can transform something typical into a total meaningful learning activity.

English teachers should use songs as part of their classroom teaching repertoire. Songs provide students with authentic language, vocabulary, grammar and cultural aspects and the most important aspect is that students have fun while learning. Some important reasons songs can work very well in the foreign language classroom include the

following:



As represented in the graphic, there are really important reasons why to include music in the class. It is very interesting to notice that Pavliv points out one reason that sustains this thesis process which is “song lyrics can be used in relating to situations of the world around us.” “Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause.” This clearly conducts us to think how important it is to get our students to express themselves through songs once the has already explored the steps to develop their critical thinking; as a consequence, adapting songs to specific topics such as taking care of the environment, animals, natural resources, etc is the way to reach possible solutions and fully internalized knowledge.

On the other hand, using songs benefit other areas as Pavliv states. Songs give students the chance to use natural language contrasted to the books they work on; nevertheless, songs can also contain objectionable language, but the responsibility of choosing the

most adequate ones will rely on the teachers' decisions. Songs also contain contemporary vocabulary, idioms and expressions that will help students boost their vocabulary repertoire. To sum up, music provides students with authentic language, vocabulary, grammar, cultural aspects and fun.

### **2.7.1 Music and Critical Thinking**

According to the page Mills and Maples Music Together, critical thinking skills are a very vital part of every child's growth and development. It is also mentioned that there are numerous approaches to develop these skills, and one of those is definitely incorporating music into the child's world. Dr. Frances Rauscher states in this web page that music "helps improve children's ability to reason abstractly, by strengthening neural firing patterns of the brain that are relevant to both musical and spatial cognition."

Dr. Alexandra Lamont, Lecturer in the Psychology of Music at the University of Keele, quotes on this web page: "children who take part in music develop higher levels of social cohesion and understanding of themselves and others, and the emotional aspect of musical activities seems to be beneficial for developing social skills like empathy." Lamont also stated that music permits and promotes self-expressions and self-confidence. Music can also serve as a vehicle for children who cannot communicate.

### **2.7.2 Music's Role in Environmental Awareness**

The environment and how to protect it are topics that have been extensively discussed, but very little is being done to really solve this problem, and the solution is to promote the developmental thinking in our students. Music has such an impact on any person and that is why they are easily remembered; it is easily proved, if a person thinks about the number of advertising jingles one may sing and the companies, the only fact of singing this jingle reminds you of the company right away. As a consequence, teaching our children about environmental issues through songs will make students remember.

The web site Mills and Maples Music Together (2008) mentions that children have an emotional reaction to music; this reaction makes children want to hear the song over and over again. After the presentation of the play, it was rewarding to see that every time the students or I said one word that was part of our songs in the play, they immediately started singing the song.

Adapting the songs for the play was a challenging job. The songs that were used for the play were the ones that we had as music projects in the class. Some songs were chosen by the teacher but later on kids were the ones recommending the songs they wanted to have in their “music projects.” The music projects consisted of copying the song down on a piece of paper from the board, but some words were eliminated so the songs turned out to be a gap filling exercise. It came to mind that since students loved this activity so much it would be great to incorporate the songs in the annual play, but with adaptations that would maintain the rhythm and at the same time these adaptations would relate to the theme of the play.

Through songs we can also use music to show students the importance of taking care and respecting the animals and plants that inhabit the planet too; the more children learn about protection and respect of the environment, animals and plants, the more responsible to protect them students will get. Using music to increase this education can make it fun and easy to remember.

“When we use music to joyfully express things, they develop the sense that music is joyful and they happily accept music into their lives. We can pass on the disposition to enjoy music and to want to create it. We can use this joy of music to help broaden their awareness of their own personal environment and of the larger environment and our impact on it. We can work together to foster a sense of responsibility and the trust that we can change our harmful ways in order to create a greener future for our children and our children’s children, and music can be the key that unlocks that brighter future.”Mills and Maples Music Together (2008)

## 2.8 PLAY ADAPTATION

ADAPTATION	MEANING
<p><i>There was a man named Mr. Hater. He was the manager of the biggest logging company in the world. He was a miserable, greedy, cruel, stingy person, who didn't know what generosity or respect meant.</i></p>	<p>This part was changed from the original script to make it more related to the environmental problems many companies are causing these days.</p>
<p><i>He has plugged in the computer, the radio and every single gadget he has, but the worst part is that he is not using any of these things, and he doesn't let me turn them off!</i></p>	<p>In this part the adaptation looked forward to showing how careless we are; instead of reducing electricity usage, we use gadgets even when we are not using them.</p>
<p><i>Of course I mean that. Global warming is just an excuse not to work, evolve, and make money. Besides, what reason do you have to stop global warming? You wouldn't be so poor if you worked in my logging company.</i></p>	<p>This part was really relevant for students to realize since the main problem about global warming relies on the fact that everybody knows about it, but nobody will ever care to stop getting money.</p>
<p><i>I also wanted to tell you that I used some leftover logs to make this toy for my children. Its name is Pinocchio! I hope it is all right because I love recycling.</i></p>	<p>This part of the adaptation tried to show students how we can get really good things from recycling.</p>
<p><i>Gases like water vapor, and carbon dioxide. As a result, the temperature</i></p>	<p>This concept was adapted to this part of the script to help children understand the</p>

<p><i>there is higher. I am telling you this because I would like you to know that carbon dioxide, the worst gas by the way, is produced by fossil fuel burning and other activities such as cement production and deforestation, and as you know, your company cuts down every single tree around the world.</i></p>	<p>important role trees have in the balance of our environment and how they protect us from different gases.</p>
<p><i>I took advantage of the environment! While I was alive, I never learned to love and respect the environment.</i></p>	<p>This part intended children to see that indeed we live from our environment, but it doesn't mean that we should lose the balance between using what the earth provides and disrespecting it.</p>
<p><i>Did you know what the major forms of pollution are? Well, there are many, such as air pollution caused by industry and motor vehicles; noise pollution, caused by roadway, aircraft, and industrial noise. There is also soil contamination which occurs when chemicals like pesticides and heavy metals are released by underground leakage. Water pollution is caused by the release of waste products and contaminants, and finally, there is littering.</i></p>	<p>This part was meant to show the kids and audience the many types of pollution humans cause every single day.</p>
<p><i>Very funny! It is high time that we</i></p>	<p>On this part of the adaptation, kids were able</p>

<p><i>take this issue seriously, or it could have adverse effects, not only on our future generations, but on our present.</i></p>	<p>to see that global warming and pollution are not an issue whose effects will be faced in the future, but in our present too.</p>
<p><i>I am the Ghost of Environment Past. Get out of bed and come with me.</i></p>	<p>This adapted version of the ghost is the one who will show Mr. Hater (Scrooge) the bad things he did in the past against the environment.</p>
<p><i>Look, the forest is not as empty as it is now. There's a little raccoon, alone. I saw it, poor thing! I killed its family because I cut all the trees down and its family didn't have time to escape... but I didn't care.</i></p>	<p>This part showed how greed is more important than respecting other living creatures.</p>
<p><i>This river seems familiar. Oh, this is the river I saw when I started my company! It sure was clean and had lots of fish then and now, oh dear lord, what have I done? But who cared?! My company was the most important thing and I needed to get it started; it didn't matter at what expense.</i></p> <p><i>Ghost of Environment Past: You are a monster! And do you recognize that man giving orders to evict all the</i></p>	<p>This part showed how humans try to get what they want no matters at what expense</p>

<p><i>native people who had lived there for thousands of years?</i></p> <p><i>Mr. Hater 2: It's me many years ago when I was a young man. But... why am I... why is he that angry?</i></p>	
<p><i>Do you want to help the planet? (Audience answers) Very good! Follow these easy tips: Make your own cleaning supplies by using simple ingredients like baking soda and vinegar; this way, you will avoid chemicals. Limit your use of aerosol cans because they have limited recycling value and they will probably wind up in a landfill. Instead of aerosols, look for spray bottles, liquids, powders, and roll-ons.</i></p>	<p>As it is clearly stated, this adapted part provides the kids and audience with tips on how to use natural products instead of common one.</p>
<p><i>Answers.yahoo.com. Reduce, Reuse and Recycle? These are the three main steps to go green. While many of us recycle waste products, it's important that we first reduce the consumption of natural resources. There are many things which can't be recycled properly; hence the only way to conserve them is to reduce</i></p>	<p>By adding this information, it was expected to make kids understand the importance of reducing consumption first and reusing these objects. In addition, tips on how to reduce were given to foment kids and audience to practice them.</p>

<p><i>their usage and reuse them. For instance, we can reduce waterconsumption by fixing leaks, taking shorter showers, using water efficient appliances etc. We can reuse grey water from clothes washers, the kitchen sink and the shower to water plants or flush toilets.</i></p>	
<p><i>You love your company and the money it makes by destroying the forest. You love them more than anything and you just want to continue devastating my forest, even though I asked you to stop.</i></p>	<p>This adaptation was done to show kids how money can overwhelm people and make them forget about respecting who and what is around them.</p>
<p><i>We got engaged when you came to evict the natives, my tribe, and then I stopped the eviction. We were happy living off of the resources the land gave us. I hope you are happy with the life you have chosen!</i></p> <p><i>Narrator-Nature 3: And the woman ran away. Old Mr. Hater and the ghost followed her. When she stopped, Mr. Hater could see that she was a few years older. Children laughed and played at her feet. They were surrounded by animals, big trees, and pure air. A little girl threw</i></p>	<p>This part shows how life can be if learn to live harmoniously with nature and people around us, we can have a balanced kind of life.</p>

<p><i>her arms around the woman and gave her a kiss.</i></p> <p><i>Mr. Hater 3: Are they her children?</i></p> <p><i>Ghost of Environment Past: Yes, they are, but they could have been yours.</i></p> <p><i>Narrator-Nature 3: Then the door opened, and a man entered carrying healthy fruits taken from the forest, and lots of pure water to drink. They ran to him and hugged him. The man laughed and gave them the fruits and the water. Then he hugged and kissed his wife.</i></p>	
<p><i>I love nature! I would also like you to love it so please follow my advice: Are you one of those people who uses a lot of paper? Well, reduce the use of paper by sending documents by email and keeping files on your computer. You can save plenty of paper by programming your printer to use both sides of the paper. Recycle your appliances, not just the big ones. Use public transportation like buses, bikes, and your own feet. Finally, be careful with car air conditioning and use it wisely.</i></p>	<p>These are tips that most people know of, but they just do not care. One mother came to me and said “what a deep and simple message to follow, it is good that kids know about this at a very young age”</p>
<p><i>The bedroom vanished, and he found</i></p>	<p>This is probably one of the consequences we</p>

<p><i>himself in a barren winter forest. There were many worried people because there was no snow and it had not rained either.</i></p>	<p>will have to face in the near future, but many people just think these are hypotheses that will never come true, an exaggeration of facts. This part was discussed with the kids during rehearsals so that they know what the consequences of our acts in the present will be in the future.</p>
<p><i>Oh no! I don't understand what is going on. I cannot see the essence of my name anywhere. I used to spend my winters surrounded by snow, and now it is so hot that it is almost gone. This is the end!! I won't be SNOW White ever again!! So I guess I will be WATER White from now on.</i></p> <p><i>Rapunzel: Water? Who said water? Is that you my dear friend Snow White?</i></p> <p><i>Snow White: Yes, it is me. How have you been, dear?</i></p> <p><i>Rapunzel: Not happy at all! You know I need lots of water to wash my long hair, but it has not been possible. The water has disappeared or has been contaminated, and I haven't been able to wash my blond hair or take a decent bath for the longest time. I</i></p>	<p>This was a more detailed example of how contamination and cutting down trees are big detonators and activators of global warming. "Global warming" is a very well-known term, but not understood as well. By introducing characters from very well known fairy tales, kids will become more interested and impacted by the lines they had to say.</p>

<p><i>am all dirty and so are my friends; I think my charm has gone away! Do you know what is going on?</i></p> <p><i>Snow White: I'm not sure. My seven dwarfs and all the forest animals are thirsty. Well, I have heard that is due to the fact that this man, Mr. Hater, who only cared about himself, has destroyed our planet with garbage. He has burned and cut our trees down. As a consequence, all these terrible changes are affecting our lives now.</i></p>	
<p><i>Puss in Boots: Meow! Yes, it is Puss, I was walking by and I heard you ladies talking. I wanted you to know that we animals have been mistreated too. It is true that most animals serve as the human's food, but they want more and more of what they barely even consume. They kill animals for fun or they practice experiments on them; ask the experimenters why they experiment on animals, and the answer is: "Because the animals are like us." To be honest, all this happened because of greed. I hope one day everything changes. As Gandhi said, "Earth provides enough to satisfy every man's need, but not</i></p>	<p>This was the most intense part of the adaptation since I shared with my kids how important it is to respect and love all types of animals. It was really nice to see how their perspective of animals was changing little by little to a point that you could hear my kids saying "Hey! Don't bother that spider; you would like the spider to bother you, right?"</p> <p>This part also tried to show kids that not all animals are pets and they deserve to live in their habitat; on the other hand, pets deserve to be taken good care of and love</p>

*every man's greed."*

*Snow White: Aren't you an adorable kitten? I don't understand how people mistreat all kinds of animals, domestic or wild, instead of living in harmony with them.*

*Rapunzel: Yes, come here kitty, we will take care of you!*

*Puss in Boots: Those are the magical words. Dear Rapunzel "take care of" animals that deserve to be taken care of. If you have pets, feed them, play with them, walk them, and take them to the vet. If you can't do these simple things, then don't have pets.*

*Rapunzel: I know! The other day I saw that Mr. Hater had wild animals as pets. Can you believe that?*

*Puss in Boots: People have to understand that wild animals aren't pets, and that they are dangerous for everybody when they are not in their natural habitat. We all should help conserve species to avoid their extinction, and those that are in danger need to be treated in special ways so they can reproduce and*

<p><i>future generations are able to see them. As one intelligent man called Gandhi once said, “The greatness of a nation and its moral progress can be judged by the way its animals are treated.” Well, one day everything will change, hopefully sooner than later.</i></p>	
<p><i>Mr. Hater 3: Do you mean that they all are sad just because of global warming and animals that are mistreated?</i></p> <p><i>Ghost of Environment Present: Yes. Today they cannot live their normal lives anymore because of people like you that don’t know how to respect nature.</i></p> <p><i>Narrator-Nature 3: Then the Ghost took Mr. Hater to see many places that have been destroyed like: the North and South Poles, the Amazon Rainforest, industrialized countries with chemical waste and contamination all over the place, dried-out rivers, etc.</i></p> <p><i>Mr. Hater 3: Is this how people live now?</i></p> <p><i>Ghost of Environment Present: Of</i></p>	<p>This showed the global consequences of global warming. This was not a difficult concept for kids to understand, but very surprising. To make sure kids understood many of the difficult concepts, little posters were made to show what they were talking about through pictures.</p>

<p><i>course, this is what many mean people have done to our home, nature!</i></p>	
<p><i>He got that fruit from the town market where the owner gives their clients cloth bags, because plastic bags are old-fashioned now.</i></p>	<p>Kids need to know that plastic bags are not environmental friendly, the less they use them, the better.</p>
<p><i>He's very sick. He drank from the river YOUR company contaminated.</i></p>	<p>Contamination of rivers carries diseases. This was the main point to be explained so that children understand how important is to avoid throwing rubbish.</p>
<p><i>Instead of bottled water, filter your tap for drinking water. Place a water bottle filled with liquid or pennies into your toilet's water tank. This will cause the tank to use less water every time you flush.</i></p>	<p>This part was not something expressly for kids to know, but for the audience to take action and follow these recommendations. It was very satisfactory to hear parents saying some time after the presentation of the play that their kids are always asking them to do many things as the play said. One mother said, she was at the beach and there was some garbage around and her daughter said "Look mom exactly what my play was about, let us clean this, " showing how well learned the recommendations were and the whole play caused a very positive impact that will never be forgotten by kids.</p>
<p>Look at the ocean! And Mr. Hater said that global warming was just a</p>	<p>Following the same idea of rivers contamination, this part tried to show kids</p>

lie. He would be ashamed if he saw how the oceans are dying! Hi, my friend! How are you?

The Little Mermaid: I am really sad; I would have loved for him to come so I could take him deep down so that he could see how contamination has ruined our lives in the ocean and how fish are disappearing because of overhunting or the poisoned water. This happens because many humans think that the ocean is a dump! Garbage is everywhere and my friends the seagulls think the plastic is their food and then catch it but die, because they choke.

Nephew's wife (Lilo): I was always afraid that plastic would become the ocean's worst enemy.

The Little Mermaid: The real problem with plastic bags is when they decompose; they become toxins that are part of the food chain of birds and sea animals as well. Humans don't see that this is a tragedy, not only for life in the ocean, but for their own lives. The seafood they eat is contaminated too, and humans will get sick or even die.

that life is a cycle and we will experience the consequences of contaminating the planet in different ways, but principally with the food we eat.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Setting**

This study was conducted in the English Department of Liceo Internacional in Quito.

#### **3.2 Participants**

The participants in this study were 53 students from Fourth Grade Cedros and Nogales. There were 12 girls and 15 boys in Fourth Cedros including 1 student from Aula de Apoyo who does not take the regular Grammar Class. In the other Fourth Grade Nogales, there were 11 girls and 15 boys including 2 students from Aula de Apoyo as well. They had all studied English in the previous grades and the majority has participated in plays before.

#### **3.3 Materials**

Backdrops, props for the stage, scripts for students, and a CD player for songs became the only and most important materials to rehearse and present the play.

#### **3.4 Procedure**

First, the play process started in December. Teachers would usually choose a play and adapt it according to the type of students they have and their age. The play will last about 30 minutes for the smallest ones and time will increase in the presentations according to the grade, so it is really important to have a script to fulfill age, time, and the different needs students have.

Second, once the scripts have been adapted, the department director will read it for approval. Then, copies will be made and students will receive their script to be read in

class with the teacher. They will also analyze their character and start learning their lines.

Rehearsal is the main core in order to have a successful play. Students will be asked to memorize their lines, and the two English teachers will test them. Then, it is time to practice body language and scene interpretation. This will be held in the class, keeping in my mind that the organization must be the same one to be held in the real stage. There will also be rehearsals in the auditorium of the school according to a given schedule.

The use of props and backdrops is also a very important part of students' rehearsal. The more they get used to them the better results for the day of the presentation. It is necessary to clarify that the students are in charge of props, backdrops switching, characters entrances, closing curtains, songs playing

Referring to the techniques, it is important to mention that note taking, direct observation, and constant rehearsals, creation of settings and props are the most essential techniques to be used during the play process.

To sum up, this was a very challenging project based on scientific information, real facts and personal opinion.

## CHAPTER IV

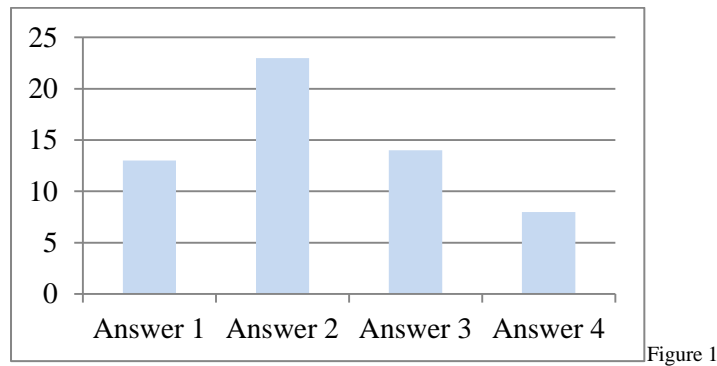
### DATA ANALYSIS AND RESEARCH FINDINGS

One open-answer questionnaire was applied to 47 students (Students from Aula de Apoyo were not included since they do not take Grammar in the regular class) between the ages of 9 and 10 years, who were studying in Fourth Grade (Fifth year of Basic Education) at Liceo Internacional in Quito, Ecuador. The data given by students was very subjective; therefore, this data was categorized according to sameness and similarity of answers. The data collected will be analyzed below. Additionally, a teacher motivation questionnaire was conducted among the teachers in the primary section of the school.

#### 4.1 Students' Questionnaire Results

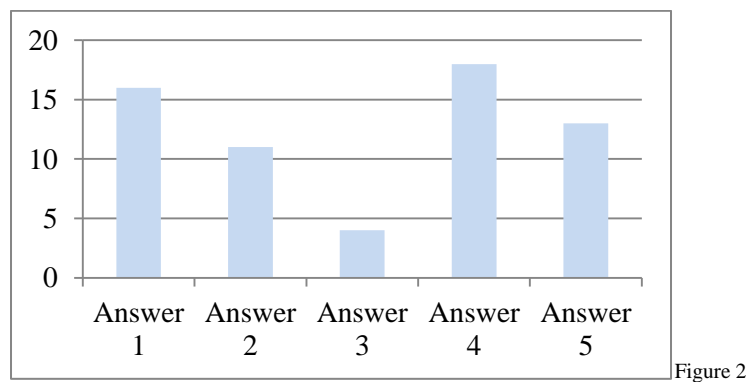
This questionnaire was applied to both grades under a very natural environment and sometime after the play in order to get authentic results. The first question was “Do you like the school plays? Why?” This question was a Yes/No question in its first part and the answers reflected that 97, 87% of the students do like the plays while a 2, 13% (1 student) gave an ambiguous answer. He was not sure if he liked it or not. Regarding the answers to the second part which was giving an explanation to their answer, the answers were very subjective, but four categories were finally gotten.

Answer 1	I learn	13
Answer 2	It is fun, interesting, cool	23
Answer 3	I like acting	14
Answer 4	The play has a message	8



On analyzing the four categories in Figure 1, eight students think the plays at school have a message for themselves or the ones who watch it. On the other hand, it is interesting to notice that twenty-three students think that the plays are fun, interesting and cool, which is a clear sign that the more students like the play the better the learning process in a fun way will be.

Answer 1	Protect the environment	16
Answer 2	Do not throw garbage	11
Answer 3	Take care of animals	4
Answer 4	Save the planet	18
Answer 5	Do not contaminate	13



The second question was “What did you learn from the play this year?” On analyzing Figure 2, sixteen students claimed that they learned to protect the environment because

the message of the play showed them tips on how to do it. On the other hand, eleven students said that they learned not to throw garbage specially after watching their friends in “Scene 6” talking about garbage and the ocean. Surprisingly, only eight students said they learned to protect animals; this result relies on the fact that this scene may have contained difficult definitions that probably did not give the students the chance to really internalize the content of this scene. As it can be noticed, eighteen students learned that they have to save the planet, and some of the answers that showed that this content was deeply learned by the students are how students would quote at the end of their answers things such as: “Do not be disrespectful,” “Money is not all in life,” “It is the only planet we have,” “If we do not save the planet, we will die.” These among other phrases students would actually say now let us conclude that kids did learn the main core of this play. Finally, thirteen students said that they learned not to contaminate. This answer is different from the first one in the sense that students related their answers with the first scene which told them how pesticides, gases, cutting down trees increase global warming.

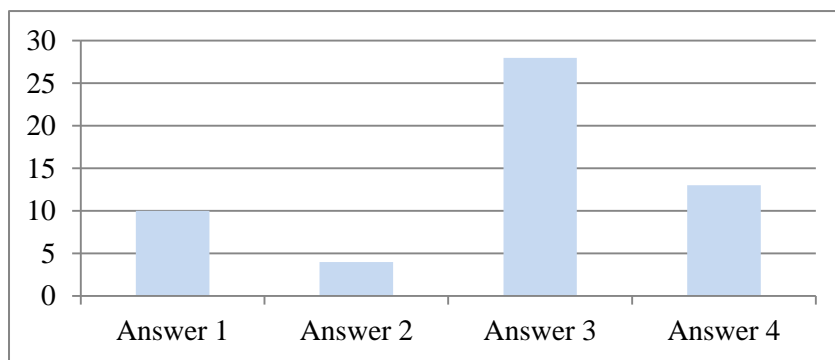


Figure 3

Answer 1	Fun and interesting	10
Answer 2	Save the planet	4
Answer 3	Message for them	26
Answer 4	Other answers	13

Regarding question 3 “Why do you think the audience liked the play very much?” Ten students believe that the audience like it because it was fun and interesting, but more importantly because it was original and not the usual play they would see. Four students stated that the audience liked the play because they received tips on how to save the planet. It is really important to notice that twenty-six students said that the audience liked the play for the message that the play had. “If we children are telling them a message, they are going to listen,” that was one quote one of the students wrote down. Others students claimed that they feel adults learned from the play. There were thirteen students who had multiple answers in which they remarked that the play was well prepared, how hard they rehearsed, how original the play was and how well the songs were adapted and sung.

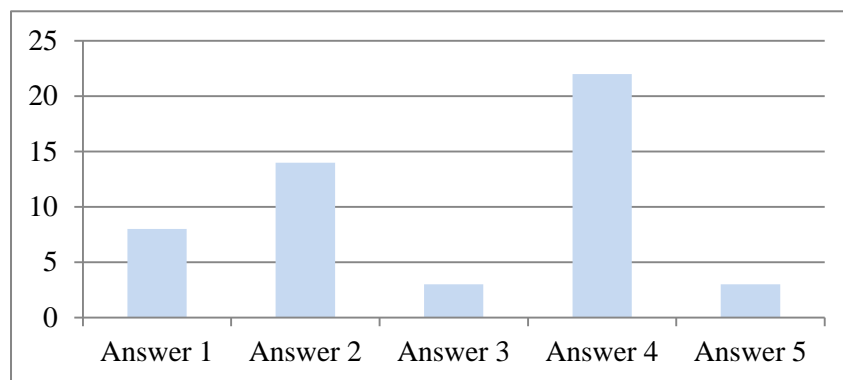


Figure 4

Answer 1	To help	8
Answer 2	To change people’s minds	14
Answer 3	To save natural resources	3
Answer 4	To learn and make others learn	22
Answer 5	Other answers	3

The last question was “Why is it important to express a message that can make a positive contribution towards solving the problems of the world?” Eight students stated that if they represent it in the play and in a fun way everybody is going to start to help.

Fourteen students clearly said that by expressing a message we are able to change people's minds regarding habits, actions, life style. Three students said that this way people can save natural resources. Twenty-two students said that by expressing a message they could learn as well as the made others learn. Finally, there were other answers which were not understandable.

#### 4.2 Teachers' questionnaires: Annual Plays at Liceo Internacional

**Teacher: Lorena Cruz:** Grammar Teacher 5<sup>th</sup> – 6<sup>th</sup> grades

Question	Answer
<b>What does the annual play mean for you?</b>	An opportunity to introduce in the class a whole set of activities that are different from what we normally have or do in it and therefore an opportunity to display variety, creativity and lots of motivation as well as lots of opportunities to learn.
<b>What is your definition for critical thinking?</b>	Critical thinking is a “way” of thinking that involves many skills: higher order thinking skills. It does not mean you become a person who “criticizes” other people, on the contrary a critical thinker normally reasons, reflects, analyses, questions matters, supports on solid foundations his/her ideas.
<b>Do you think plays have been able to express a message for the students and audience to learn? How?</b>	Yes, but this process of becoming aware has to be made explicit by the teacher, that means that aspects being learned have to be pinpointed to students so that they realize “the aspects being learned” otherwise they thinks everything is for the

	sake of fun. Of course students learn anyway, but awareness is essential in this process.
<b>Do you think plays have developed students' critical thinking? If so, how much?</b>	I don't know how much, but yes, you can foster critical thinking, again it all depends on awareness and also how the preparation of the play is oriented. It can be rote learning; or the teacher can provide opportunities to students to think critically, by solving problems encountered or by reflecting on the play or even making decisions themselves.
<b>Do you consider there are any ways to develop students' critical thinking through plays in a much wider level?</b>	There might be. I'm not sure I understand "larger scale". But again it all depends on how the process is carried out.
<b>Would you be able to adapt your play story in a way that lets students develop their critical thinking, and gives a message to them and the audience in order to face current world problems?</b>	Yes, and in many cases, even if the script is not adapted to face current world problems that explicitly there are always issues that can be reflected upon that can be used to promote critical thinking: love/death etc.

**Teacher: Alice Moore: G.I.C Teacher 2<sup>nd</sup> – 3<sup>rd</sup> grade**

<b>Question</b>	<b>Answer</b>
<b>What does the annual play mean for you?</b>	The annual play was a great experience for me and the students. It is a great opportunity to discover more about yourself, show your personality and your

	strengths.
<b>What is your definition for critical thinking?</b>	Critical thinking allows for the students to think outside the box. Critical thinking exercises allow the students to apply the real world to academic application for example, with the English; a teacher could introduce an economic problem in the stated and allow the students to use their English to argue the problem.
<b>Do you think plays have been able to express a message for the students and audience to learn? How?</b>	I think the plays have sent the message to the students, parents, and teachers that putting language into practice “real life” creates a better outcome. Practice makes perfect.
<b>Do you think plays have developed students’ critical thinking? If so, how much?</b>	I think the plays helped the kids put English into context. It could possibly have helped them in the area of critical thinking but not too much because they did not have to come up with any of their own lines.
<b>Do you consider there are any ways to develop students’ critical thinking through plays in a much wider level?</b>	I think skits would be a great way for the kids to make more in depth decision. This would allow them to use their bodies and create lines to apply to the context.
<b>Would you be able to adapt your play story in a way that lets students develop their critical thinking, and gives a message to them and the audience in</b>	Yes, for example Daniela created a great theme that gave more depth to the play besides applying English. Definitely, we could put more of a message to the problems of the world in the higher grades.

<b>order to face current world problems?</b>	First, we could introduce the problem then the play that will express the feelings and ideas about the problem. Great job Dani!
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**Teacher: Nissa Gainty:** Primary English Department Director; G.I.C Teacher 6<sup>th</sup> grades

<b>Question</b>	<b>Answer</b>
<b>What does the annual play mean for you?</b>	The annual play is an opportunity for kids to take a break from the traditional classroom setting and see how language can be used in meaningful context. It also is an opportunity for non-traditional students (or better said, students with non-traditional strengths) to shine.
<b>What is your definition for critical thinking?</b>	Critical thinking is the ability to evaluate the knowledge that we gain. A critical thinker takes a knowledge claim and says is this true? Why do I believe it is true? Why do others believe it is true? Also, a critical thinker tries to fit their learning into their own personal scheme of organization. In other words, a critical thinker can make learning meaningful to themselves.
<b>Do you think plays have been able to express a message for the students and audience to learn? How?</b>	Yes, most definitely. The plays have always had a message or a moral value to be expressed, be it friendship, solidarity, honesty, etc. These messages are

	transmitted through the script. The actual play process also has built in lessons to be learned by the kids including teamwork plus responsibility.
<b>Do you think plays have developed students' critical thinking? If so, how much?</b>	In the sense that critical thinking asks us to question ourselves plus the world around us, no. However, in the sense that critical thought demands that we make our learning meaningful to us, yes 100%. If the kids don't find personal meaning in the play it flops. The best plays are the ones in which the kids really connect with the story.
<b>Do you consider there are any ways to develop students' critical thinking through plays in a much wider level?</b>	If we were to take the plays through the process of backward curriculum design, we could start by setting this as our objective, and then designing the story line on top of this objective.
<b>Would you be able to adapt your play story in a way that lets students develop their critical thinking, and gives a message to them and the audience in order to face current world problems?</b>	Absolutely, however, time constraints don't always allow for this condition. We (the English department) have all been formed in the ways of education, and not very many of us have theatrical/artistic experience, so this is quite a limitation.

**Teacher: María Fernanda Peña: G.I.C Teacher 1<sup>st</sup> grade**

<b>Question</b>	<b>Answer</b>
<b>What does the annual play mean for you?</b>	For me it means hard work, creativity and commitment. As a teacher I feel that I put all those elements together in order to succeed in the project. Besides, the play means a lot for the kids. They develop their oral skills, learn to improvise, use body language and get to know hidden skills they have.
<b>What is your definition for critical thinking?</b>	In my opinion it involves several skills such as: reasoning, making inferences, exploring ideas, giving reasons in order to develop criteria about a specific topic.
<b>Do you think plays have been able to express a message for the students and audience to learn? How?</b>	I think so. In the first grade play there was a clean message about <u>friendship</u> and <u>acceptance</u> . Children were able to notice the importance of accepting others are friends. They interpreted their roles very happily and it was transmitted to the audience.
<b>Do you think plays have developed students' critical thinking? If so, how much?</b>	At certain extent, yes. Older kids are more aware about the message or topic they are developing in the play. However, little kids can notice many things going on in the play; they still need maturity in order to think seriously about the topic.
<b>Do you consider there are any ways to</b>	Yes, through acting they can create

<b>develop students' critical thinking through plays in a much wider level?</b>	dialogues about daily life situations and state solutions to those problems. They can also debate about different topics and create an interesting discussion while they are performing on stage.
<b>Would you be able to adapt your play story in a way that lets students develop their critical thinking, and gives a message to them and the audience in order to face current world problems?</b>	It would be interesting to make them think deeply about the play story and the message it gives to the audience. It is certainly a challenge, but a good way to make them aware and interested about daily life problems.

**Teacher: María Eugenia Dávalos:** Grammar Teacher 1<sup>st</sup> – 2<sup>nd</sup> grade

<b>Question</b>	<b>Answer</b>
<b>What does the annual play mean for you?</b>	It is an opportunity for some children to express their talents.
<b>What is your definition for critical thinking?</b>	It is the capacity to express the personal point of view.
<b>Do you think plays have been able to express a message for the students and audience to learn? How?</b>	Sometimes, it depends on the student's age and the play that has been chosen.
<b>Do you think plays have developed students' critical thinking? If so, how much?</b>	The play can give a message but we do not discuss it or we don't take the time to do it so I don't think it develop critical thinking. The objectives or different.
<b>Do you consider there are any ways to develop students' critical thinking</b>	No answer.

<b>through plays in a much wider level?</b>	
<b>Would you be able to adapt your play story in a way that lets students develop their critical thinking, and gives a message to them and the audience in order to face current world problems?</b>	The play could be adapted in order to give a message but the objectives should be different and we should take time to talk about the message and give them the opportunity to express what they think about it. Maybe we should plan extra activities around the topic that we want to be taught.

## References:

English Teachers at Liceo Internacional, Quito – Ecuador

Tel: 2-446976

**Comments:** The interviewed teachers all agree that students at some level develop their critical thinking but not at very profound level. The given teachers' definitions of critical thinking are unified. Adapting plays in other grades seems to be something teachers would do; nevertheless, time constraints are the biggest limitation.

## 4.3 Monitoring

	LISTENING			SPEAKING		READING		WRITING	
	UNDERSTANDS ALL CLASS INSTRUCTIONS	IDENTIFIES MOST WORDS IN A SONG	TAPE OR CD, WITH LITTLE NEED FOR REPETITION	(ASKING AND ANSWERING QUESTIONS) ABOUT RELEVANT TOPICS, SOMETIMES REQUIRING REWORDING OR REPHRASING	SUMMARIZES AND RETELLS A STORY	READS AND UNDERSTANDS CLASSIC TALES, CHAPTER BOOKS AND SHORT STORIES	PLOTS AND SETTINGS IN BEGINNING CHAPTER BOOKS	RETELLS EVENTS	USES FORMAL PARAGRAPH STRUCTURE
<b>4th CEDROS</b> 1. LOGRADO: L 100% A 80% 2. MEDIANAMENTE LOGRADO: M/L 80% - 60% 3. EN PROCESO: E/P 4. NO LOGRADO: N/L -50% 5. NO APLICA: N/A (Students are not part of the regular class.)									
Albuja Arrobo Valentina	L	L	L	L	L	L	L	L	L
Arellano Osorio Margarita Valeria	L	L	L	L	L	L	L	L	L
Aulestia Patiño Adriana María	M/L	L	L	L	L	L	L	L	M/L
Ayala Tola José Antonio	M/L	L	L	L	L	L	L	L	M/L
Caicedo Cordero Mateo José	N/L	L	L	E/P	L	L	L	L	L
Cobo Aguilera Santiago Mateo	L	L	L	L	L	L	L	L	M/L
Flores Cuesta Joaquín Andrés	E/P	L	L	E/P	L	L	L	L	E/P
Franco Cruz María Paula	L	L	L	L	L	L	L	L	L
García Larrea Felipe Alejandro	E/P	L	L	E/P	L	L	L	L	M/L
García Paz y Miño María Paula	M/L	L	L	M/L	L	L	L	L	M/L
Garrido Salazar Daniela	M/L	L	L	M/L	L	L	L	L	M/L
Izquierdo Gonzembach Édison Iván	E/P	L	L	E/P	L	L	L	L	M/L
Jarrín Granja Pedro José	M/L	L	L	M/L	L	L	L	L	L
Jarrín Varela Juan Pablo	L	L	L	L	L	L	L	L	M/L
Lalama Terán Juan Ignacio	L	L	L	L	L	L	L	L	N/A
López Donoso María Emilia	M/L	L	L	M/L	L	L	L	L	M/L

Montalvo Morales María Claudia	L	L	L	L	L	L	L	L	L	N/A
Oleas Calles Doménica Isabel	M/L	L	L	M/L	L	L	L	L	L	M/L
Ortiz Navas Jaime Andrés	E/P	L	L	E/P	L	L	L	L	L	M/L
Pérez Romero Carlos Alejandro	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Salazar Alarcón Matías Alejandro	M/L	L	L	M/L	L	L	L	L	L	M/L
Serrano Granja María Belén	L	L	L	M/L	L	L	L	L	L	M/L
Sosa Orbe Diana Cristina	M/L	L	L	M/L	L	L	L	L	L	M/L
Stacey Suárez Mateo	E/P	L	L	E/P	L	L	L	L	L	M/L
Vallejo Pérez Sebastián	M/L	L	L	L	L	L	L	L	L	N/A
Vásquez Iturralde Agustín	M/L	L	L	L	L	L	L	L	L	M/L
Vega Navarrete Camila Anahí	M/L	L	L	L	L	L	L	L	L	L
	LISTENING			SPEAKING		READING		WRITING		
<b>4th NOGALES</b> 1. LOGRADO: L 100% A 80% 2. MEDIANAMENTE LOGRADO: M/L 80% - 60% 3. EN PROCESO: E/P 4. NO LOGRADO: N/L -50% 5. NO APLICA: N/A (Students are not part of the regular class.)	UNDERSTANDS ALL CLASS INSTRUCTIONS	IDENTIFIES MOST WORDS IN A SONG	TAPE OR CD, WITH LITTLE NEED FOR REPETITION	(ASKING AND ANSWERING QUESTIONS) ABOUT RELEVANT TOPICS, SOMETIMES REQUIRING REWORDING OR REPHRASING	SUMMARIZES AND RETELLS A STORY	READS AND UNDERSTANDS CLASSIC TALES, CHAPTER BOOKS AND SHORT STORIES	PLOTS AND SETTINGS IN BEGINNING CHAPTER BOOKS	RETELLS EVENTS	USES FORMAL PARAGRAPH STRUCTURE	
Ávila Pinto María Paula	M/L	L	L	L	L	L	L	L	L	M/L
Benítez Dávila Antonella Valentina	M/L	L	L	M/L	L	L	L	L	L	M/L
Campuzano Donoso Martín	L	L	L	L	L	L	L	L	L	N/A
Canseco Caiza Diana Isabel	L	L	L	L	L	L	L	L	L	M/L
Carrera Pizarro Nicolás	M/L	L	L	L	L	L	L	L	L	L
Castillo Puente José Tomás	E/P	L	L	M/L	L	L	L	L	L	M/L
Coronel Barrera Juan Pablo	L	L	L	L	L	L	L	L	L	N/A

Dirani Benítez Michella	L	L	L	L	L	L	L	L	N/A
Egas Rivera Juan Antonio	E/P	L	L	M/L	L	L	L	L	M/L
Gallardo Barriga Dina Estefanía	M/L	L	L	E/P	L	L	L	L	L
Hidalgo García Diego Sebastián	M/L	L	L	E/P	L	L	L	L	L
León Garzón Josué Ismael	M/L	L	L	E/P	L	L	L	L	L
Meneses García Álvaro Gabriel	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Moreano Cevallos Joaquín Mateo	M/L	L	L	E/P	L	L	L	L	M/L
Moya Tamariz Esteban	M/L	L	L	M/L	L	L	L	L	M/L
Paez Sánchez Martín Eugenio	M/L	L	L	M/L	L	L	L	L	E/P
Paliz Astudillo Kamila Del Pilar	E/P	L	L	E/P	L	L	L	L	N/L
Paredes Mosquera Iván Mateo	E/P	L	L	M/L	L	L	L	L	M/L
Rojas García María Gabriela	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Samaniego Dávila Edwin Mateo	M/L	L	L	M/L	L	L	L	L	E/P
Santos Ahouraiyan Adib Neysan	L	L	L	L	L	L	L	L	M/L
Serrano Carrillo Martina	M/L	L	L	L	L	L	L	L	L
Urueña Pérez Angela María	E/P	L	L	E/P	L	L	L	L	E/P
Vásquez Coronel Juan Martín	M/L	L	L	M/L	L	L	L	L	L
Villavicencio Anda María Paula	L	L	L	L	L	L	L	L	L
Viteri Mantilla Ana Paula	M/L	L	L	M/L	L	L	L	L	L

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

Based on the results of the present research project, it can be observed how adapting a school play in order to develop critical thinking on students can be beneficial for them. Their critical thinking started to be developed more deeply the very moment they began reading the adapted version of a “Christmas Carol.” Consequently, we could draw the following conclusions and recommendations regarding the adaptation of stories and songs for school plays:

- Through the adaptation of the story a “Christmas Carol” students could start developing their critical thinking in a yet very basic way. As stated on their questionnaires, small sentences and reflections were given about the theme of the play. At the same time, students were able to make the message their own and transmit it to the audience. As also mentioned on the questionnaires, students stated that they learned tips that were useful to themselves and others on what to do to save the planet.
- Students developed the needed aptitude to enter into the context of the play, which was based on reality, but the characters they had to represent were totally fictional. They were able to feel the characters and represent them naturally based on the constant rehearsal and explanation of who the character was in order to get the appropriation of it.
- Socializing the adapted script with the students and having carefully discussed the main characteristics of each character with the students, but especially telling the students what their character wants to represent definitely developed the necessary values to represent and truly talk through the characters.
- Class rehearsals not only were the space where students expressed their ideas, concerns and experiences, but it was a space of integration and common sharing. Since many parts of play contained difficult definitions or technical vocabulary, the

students were able to use class rehearsals to deeply analyze the main ideas and discuss vocabulary words.

- The message the play wanted to transmit was successfully achieved. Parents and teachers would tell the kids and myself how clear the message was and that the originality of the play was outstanding. Not only did students develop themselves as a phase one critical thinker, but their flexibility to face different activities they had to perform, the spontaneity shown on stage when a mistake was made, their ability to improvise their lines when a line was forgotten increased and reinforced their verbal competence.
- Every rehearsal class was the chance for students to work cooperatively, leaving aside their own interests for the sake of the play presentation, but principally to help those friends who faced some difficulties expressing themselves while acting. There were play directors, props and backdrops managers, music and sound coordinators who made the play happen.
- The play was the opportunity to let students use drama as a way to express their personal opinions. This was possible to be done in every class rehearsal, but it was reflected on their answers on the questionnaires taken.
- As mentioned before, the students of Fourth grades were actually on level one as a critical thinker, but this did not stop them the moment they had to face with complex meanings and concepts due to the fact they were previously discussed and debated so that ideas were clear for them to express; otherwise, they would not have been able to express them as well as they did.
- Through drama students and even the audience were able to understand how humans are responsible of the disastrous environment we are living in these days. As part of the Chinese proverb used at the beginning of this thesis said “I listen and I remember, I do and I understand.” Once students represented some of the actions humans have been doing to destroy the planet, only then were they able to fully understand many concepts that are just said but not explained or understood.
- English practice was reinforced from beginning to end.

- Students were able once again to use the language in a different context and letting them realize that they were able to do more things and not just memorizing lines and movements.
- The explanations given in the first question “Do you like the school plays? Why?” showed that a 39, 6% of students truly believe that the main reason why they like the plays is because they find them fun, interesting and cool but only a 13, 7% of students finds a message in the play which was a sign that everything that was done to change the students perception about the message the plays have been giving so far.
- The answers given on the second question show that a satisfying 100% of students learned a meaningful message related to what important things have to be done in order to help the environment. This shows that even though the play and its rehearsal lasted one month the appropriation of the play and its message were successful and this due to the long explanations and constant development of the students sensitiveness about how mistreated our environment has been.
- Regarding the audience, the third question showed that students strongly feel that since there was a message to be learned, the audience really enjoyed the play and appreciated it more than before.
- A message that can change people’s minds and make others learn from this message was the key of the play “Imagine” to make of itself the big success it was. Parents saying “What a powerful message!” at the end of the play or saying “That is right”, “So true”, “Such a different play”, and the many congratulations received from parents, teachers and the audience in general made me as the creator of this play and the kids feel how good it is lo learn and make others learn as well.

## 5.2 Recommendations

- Introduction

It is advisable to introduce students to the play as soon as the school year begins since all the concepts, vocabulary and song adaptation will be fully understood and interiorized.

- Props

The fewer props the better. It is true that props help the presentation of the play, but since kids from 4<sup>th</sup> to 6<sup>th</sup> grade are left totally alone during the presentation of the play if they have too many props, this tends to confuse and stress them. I would recommend using fewer props especially in grades where they are left alone.

- Auditorium

The auditorium is not big enough to hold the plays. The stage for the kids and the space for parents to sit and share with the filming group are minimum. I propose to Liceo Internacional to prepare the coliseum with all necessary elements to present plays which can be fully performed by students and fully enjoyed by parents.

- Changing Room

The changing room also serves as the place where kids wait in order to enter the stage or when they already finish their part. I propose to Liceo Internacional to adequate two rooms next to the stage; one room could be designed as a changing room and the other as waiting room. In this way students could also be quieter and more silent during the presentations.

- Time

One month of rehearsal seems not be enough. Even though the rehearsals are held for about 12 hours per week, the teacher in charge of the play spends only 6 hours which is very difficult because as the director of the performance, you need to be in touch with the kids to tell them how to move, how to say it, where to go, who is in, who is out and many more details that the other teachers in charge cannot capture because it is not their idea. It is true that the coordinator develops a very intelligent

schedule and everybody collaborates to make the play happen, but it would be really important to have a much more flexible schedule which permits the director of the play have a lot more time with the kids.

- Backdrops

The use of backdrops is important to create the correct environment for the play; nevertheless, they should be more updated and the rack where they hang should be changed so that it can hold more than three backdrops since a play has more than three scenes and being the rack as it is a big limitation during the presentation of the play.

- Materials

The amount of money that the school provides for each play should be used in things that can be used in future plays instead of throwing them away and causing any waste.

- Light plant

It is really necessary for the school to buy a light plant in case of a cutoff of electrical power. The reasons are obvious and in case it happens, kids may not get even more stressed to improvise under such a circumstance.

- Audio

The CD players are good enough for the classes but the school should have an audio system much more reliable and updated so that the play sound does not depend on a basic player.

- Audience

If the coliseum cannot be prepared for the plays and the auditorium is the place where the plays continue to be held, the play each grade performs should be done twice so that the audience can be divided into two groups and then the space problems will not be a matter.

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## **ANNEX 1**

### **PLAY**

### **IMAGINE**

Based on A Christmas Carol by Charles Dickens

Adapted for Fourth Graders by Daniela Murgueytio

The curtains are closed. Nature comes out and says:

Narrator-Nature 1: Good morning, ladies and gentlemen, and welcome to the Fourth Grade performance of Imagine. The original version of the book A Christmas Carol was written by Charles Dickens. This version of the play and the songs you will hear us sing were adapted for us by our teacher, Daniela Murgueytio. Please make sure that your cell phone has been turned off. Thank you, and enjoy the show!

Curtains open. All children are lined up on stage and sing:

**Adapted from “Don’t worry, be happy”**

Here’s a little song we wrote

We may want to sing it in the play

Let’s worry about Nature

Nowadays we have some problems related to global warming help us save the planet.

(Ooh oohooohooohooohoooh

(Worry)

Ooh oohooohooohooohoooh

(About Nature)

Ooh oohooohooohoooh

(Worry)

(About Nature)

**HELP US SAVE THE PLANET!**

Close curtains.

**Open curtains. Backdrop: Mr. Hater’s office.**

**SCENE 1**

Narrator-Nature 1: There was a man named Mr. Hater. He was the manager of the biggest logging company in the world. He was a miserable, greedy, cruel, stingy person, who didn’t

know what generosity or respect meant. One day, Mr. Hater and his clerk, Geppetto, were working in the office. As always, Mr. Hater was counting his money, while Geppetto was counting the minutes to go back home to his family.

Geppetto: (Thinking) It is so hot in this office! Mr. Hater has turned on the heater and the air conditioner at the same time. He has plugged in the computer, the radio and every single gadget he has, but the worst part is that he is not using any of these things, and he doesn't let me turn them off!

Narrator-Nature 1: Suddenly, the front door opened, and Mr. Hater's nephew came inside and immediately noticed how hot the office was.

Mr. Hater's Nephew: Good morning, Uncle! Oh my God, this office is hotter than fire! Why don't you unplug and turn off the things you are not using?! This makes global warming worse!

Mr. Hater 1: Global warming? Bah! Global warming is a lie.

Mr. Hater's Nephew: You don't mean that, uncle!

Mr. Hater 1: Of course I mean that. Global warming is just an excuse not to work, evolve, and make money. Besides, what reason do you have to stop global warming? You wouldn't be so poor if you worked in my logging company.

Mr. Hater's Nephew: Come on, uncle! And, what reason do you have to continue making the planet get warmer? Making more money by destroying the environment?

Mr. Hater 1: Bah! That's a lie!

Mr. Hater's Nephew: Don't get angry, uncle.

Mr. Hater 1: Why shouldn't I? I live in a crazy world with fools. Stop global warming! What is global warming? It's just an excuse to stop making the money you don't have, an excuse to become lazier, and not a minute richer.

Mr. Hater's Nephew: But uncle!

Mr. Hater 1: Nephew! Go and try to stop that ridiculous lie about global warming your way, and let me work my way!

Mr. Hater's Nephew: But uncle, I know that there are some things I didn't do right, some things that I didn't respect, and one of those things is the environment. The Earth is the only home we have, and we sure have to take care of it. We have damaged our planet a lot; for example, your company is one of thousands which doesn't care even one little bit about giving back what you have taken from it! Besides, helping the planet makes everyone feel good.

Mr. Hater 1: Wow! That was a wonderful speech! I wonder why you don't work for the government? That way you could make more money.

Mr. Hater's Nephew: Don't get angry, uncle. Why don't you come to my house tomorrow? My wife and I are preparing a dinner party with a meeting about global warming; you will be our special guest.

Mr. Hater 1: Thanks, but no!

Mr. Hater's Nephew: But... why, uncle?

Mr. Hater 1: Why did you have to get involved in this craziness?

Mr. Hater's Nephew: Because it is the right thing to do!

Mr. Hater 1: Because it is the right thing to do? Have a nice day!

Mr. Hater's Nephew: But, uncle, you haven't ever been to my house before. That is not fair.

Mr. Hater 1: Have a nice day!

Mr. Hater's Nephew: I don't need anything from you. I'm not asking you for anything. Why can't you just listen?

Mr. Hater 1: Have a nice day!

Mr. Hater's Nephew: Uncle, I am sorry that you already made a decision, but I insist on helping our environment. So, have a nice day and good-bye!

Narrator-Nature 1: Then Mr. Hater's nephew left the office.

Mr. Hater 1: How about that? A clerk who earns minimum wage, with a wife and kids, talking about protecting the environment; he must be crazy!

Geppetto: Sir, the workers and I have finished putting the garbage from the company in the river and the chemicals in the ocean as you ordered. I also wanted to tell you that I used some leftover logs to make this toy for my children. Its name is Pinocchio! I hope it is all right because I love recycling. Is that ok with you?

Mr. Hater 1: Recycling. Blah blahblah

Geppetto: Well, it's closing time, so can we leave, Mr. Hater?

Mr. Hater 1: Fine, if your work is finished, you can go now.

Geppetto: Thanks Mr. Hater. I just would like to say that your nephew is right. Do you know what the greenhouse effect is? It is when radiation from the planet is absorbed by gases.

Mr. Hater 1: Gases?? What??

Geppetto: No, it is not what you think; gases like water vapor, and carbon dioxide. As a result, the temperature there is higher. I am telling you this because I would like you to know that carbon dioxide, the worst gas by the way, is produced by fossil fuel burning and other activities such as cement production and deforestation, and as you know, your company cuts down every single tree around the world. Not only is deforestation destroying the planet, but all the chemicals that your companies dispose in rivers are really making our kids get sick; in fact, my son is really sick because....

Mr. Hater 1: How dare you! Get out of my office NOW! Humbug!

Geppetto: Sorry Mr. Hater. Have a good evening.

Narrator-Nature 1: Mr. Hater opened the door and Geppetto went home.

Close curtains.

Open curtains.

The four singers and two boys are lined up on stage and sing:

**Adapted from "Airplanes"**

Can we pretend that airplanes

In the night sky are like shooting stars

I could really use a wish right now (wish right now wish right now)

Can we pretend that airplanes

In the night sky are like shooting stars

I could really use a wish right now (wish right now wish right now)

I could use a dream or a genie or a wish

To go back to a place much simpler than this

Cause after all the destruction of the planet

And all killing, wasting and hurting

And all the pandemonium and all the madness

There comes a time where you fade to the blackness

And when you're starting to think about solutions

And you're hoping but those people never help you out

And they're saying what would you wish for

If you had one chance

So airplane airplane sorry I'm late

I'm on my way so don't close that gate

I really want to help get the planet back

So can I get a wish to end global warming?

Close curtains

**Open curtains. Backdrop: Mr. Hater's bedroom**

## **SCENE 2**

Narrator-Nature 2: Then, Mr. Hater returned to his desk to finish his accounting. After a few hours, Mr. Hater closed his books and proceeded to close the office. When he got home, he

climbed the steps to his bedroom, heated his food in the microwave, and then started to eat his supper. Suddenly, he heard a strange loud noise coming from the outside.

Mr. Hater 2: Who's making that noise?! I must have fallen asleep!

Narrator-Nature 2: But the strange noise continued, until he saw a ghost coming through the bedroom door.

Mr. Hater 2: I think I am dreaming!

Nat's Ghost: No, this is not a dream!

Mr. Hater 1: I know you! You are Nat, my former business partner. What do you want from me?

Nat's Ghost: I want a lot from you! Do you see these chains? I have been chained to my sins.

Mr. Hater 2: What sins are you talking about? You were a good manager at your chemical company, and a good businessman as well.

Nat's Ghost: Businessman? Manager? I took advantage of the environment! While I was alive, I never learned to love and respect the environment. Now I have to wander the earth, unable to find peace. Hear me, Mr. Hater! I am here tonight to warn you! You still have the opportunity to change, and if you don't, the same fate awaits you. Listen well, Mr. Hater. Three spirits will visit you. The first will arrive tomorrow when the clock strikes one. Expect the second on the next night at the same time. The third will come on the following night at the last stroke of midnight. (Talking to the audience): Did you know what the major forms of pollution are? Well, there are many, such as air pollution caused by industry and motor vehicles; noise pollution, caused by roadway, aircraft, and industrial noise. There is also soil contamination which occurs when chemicals like pesticides and heavy metals are released by underground leakage. Water pollution is caused by the release of waste products and contaminants, and finally, there is littering.

Mr. Hater 2: You sound like a living encyclopedia! Oops sorry, you are not alive! Ha ha.

Nat's Ghost: Very funny! It is high time that we take this issue seriously, or it could have adverse effects, not only on our future generations, but on our present. Lady Bird Johnson said "The environment, after all, is where we all meet, where we all have a mutual interest. It is one

thing that all of us share. It is not only a mirror of ourselves, but focusing lens on what we can become.”

Narrator-Nature 2: Then, the ghost left the room floating through the window. Mr. Hater closed the window and went to bed shaking in fear, and fell asleep. The next day when the clock struck one, Mr. Hater saw a strange creature beside his bed.

Close curtains.

Open curtains.

The ghosts of environment past, present and yet to come and singers are lined up on stage and sing:

**Adapted from “The lemon tree”**

We are floating here in this boring room

He’s just another really really bad dude

We are using our time we have something to do

We are telling this guy how mean he was

We expect that something changes

And we wonder.

We wonder how, we wonder why

Yesterday our world was so beautiful

And now all that we can see It’s just a polluted world.

Close curtains.

**Open curtains. Backdrop: Harmony Forest.**

**SCENE 3**

Mr. Hater 2: Who are you?

Ghost of Environment Past: I am the Ghost of Environment Past. Get out of bed and come with me.

Narrator-Nature 2: The ghost took Mr. Hater through time to a big forest called Harmony, which Mr. Hater started to remember. He remembered the big trees, the river, the native people, thousands of animals, and pure air. He also remembered that he had seen all of this before he started his logging company.

Ghost of Environment Past: No one can see us or hear us. They are just shadows from the past.

Mr. Hater 2: Look, the forest is not as empty as it is now. There's a little raccoon, alone. I saw it, poor thing! I killed its family because I cut all the trees down and its family didn't have time to escape... but I didn't care.

Ghost of Environment Past: Now, let's see another part.

Narrator-Nature 2: Then they reached the river.

Mr. Hater 2: This river seems familiar. Oh, this is the river I saw when I started my company! It sure was clean and had lots of fish then and now, oh dear lord, what have I done? But who cared?! My company was the most important thing and I needed to get it started; it didn't matter at what expense.

Ghost of Environment Past: You are a monster! And do you recognize that man giving orders to evict all the native people who had lived there for thousands of years?

Mr. Hater 2: It's me many years ago when I was a young man. But... why am I... why is he that angry?

Ghost of Environment Past: You must know the answer.

Mr. Hater 2: Because I wanted to make money as soon as possible, and all those natives were interfering with my job, but they didn't want to leave. They were always asking me to stop, which is why I was always angry.

Ghost of Environment Past: Come, take my hand, we don't have enough time.

Mr. Hater 2: No, I have seen enough, go away! Don't torture me!

Ghost of Environment Past: Don't blame me. I told you these were shadows of the things that have been.

Mr. Hater 2: Take me back!

Ghost of Environment Past: We have one more stop, our time is running out. (Talking to the audience): Do you know what my friend Bill Vaughan said? “The magnificence of mountains, the serenity of nature—nothing is safe from the marks of man’s passing.” Do you want to help the planet? (Audience answers) Very good! Follow these easy tips: Make your own cleaning supplies by using simple ingredients like baking soda and vinegar; this way, you will avoid chemicals. Limit your use of aerosol cans because they have limited recycling value and they will probably wind up in a landfill. Instead of aerosols, look for spray bottles, liquids, powders, and roll-ons.

Narrator-Nature 2: I learned something really important from answers.yahoo.com. Reduce, Reuse and Recycle. These are the three main steps to go green. While many of us recycle waste products, it’s important that we first reduce the consumption of natural resources. There are many things which can’t be recycled properly; hence the only way to conserve them is to reduce their usage and reuse them. For instance, we can reduce water consumption by fixing leaks, taking shorter showers, using water efficient appliances etc. We can reuse grey water from clothes washers, the kitchen sink and the shower to water plants or flush toilets.

Close curtains.

The four singers are lined up in front of the stage and say:

Singer 1: “There is no greater calamity than being consumed by greed.”

Chinese Proverb

Singer 2: God loved the birds and invented trees. Man loved the birds and invented cages.

Jacques Deval

Singer 3: Some folks believe that global warming doesn’t exist and that the environment doesn’t need any help. I tend not to listen to them.

Robert Wagner

Singer 4: Man is a complex being; he makes the deserts bloom and lakes die.

Gil Stern

**Open curtains. Backdrop: The bench in front of the house**

#### SCENE 4

Narrator-Nature 3: And they appeared in front of a bench. Mr. Hater was now an adult who was sitting beside a lovely woman. The woman was crying.

Pocahontas: I can't marry you. There's something you love more than me.

Mr. Hater 3: Nonsense, I love no other woman.

Pocahontas: It's true. You love your company and the money it makes by destroying the forest. You love them more than anything and you just want to continue devastating my forest, even though I asked you to stop.

Mr. Hater 3: There's nothing wrong with loving money.

Pocahontas: We got engaged when you came to evict the natives, my tribe, and then I stopped the eviction. We were happy living off of the resources the land gave us. I hope you are happy with the life you have chosen!

Narrator-Nature 3: And the woman ran away. Old Mr. Hater and the ghost followed her. When she stopped, Mr. Hater could see that she was a few years older. Children laughed and played at her feet. They were surrounded by animals, big trees, and pure air. A little girl threw her arms around the woman and gave her a kiss.

Mr. Hater 3: Are they her children?

Ghost of Environment Past: Yes, they are, but they could have been yours.

Narrator-Nature 3: Then the door opened, and a man entered carrying healthy fruits taken from the forest, and lots of pure water to drink. They ran to him and hugged him. The man laughed and gave them the fruits and the water. Then he hugged and kissed his wife.

Mr. Hater 3: Stop! Take me home!

Pocahontas (Talking to the audience): I love nature! I would also like you to love it so please follow my advice: Are you one of those people who uses a lot of paper? Well, reduce the use of paper by sending documents by email and keeping files on your computer. You can save plenty of paper by programming your printer to use both sides of the paper. Recycle your

appliances, not just the big ones. Use public transportation like buses, bikes, and your own feet. Finally, be careful with car air conditioning and use it wisely.

Close curtains.

The four singers are lined up down stage and say:

Singer 1 and 2 together: “If we are to be properly humble in

our use of the world, we need places

that we do not use at all.

We need the experience of leaving something alone.

We need places that we forbear to change,

Singer 3 and 4 together: or influence by our presence,

or impose on even by our understanding; places that we accept as influences upon us, not

the other way around;

that we enter with the sense, the pleasure, of having nothing to do there”

Wendell Berry

**Open curtains. Backdrop: Snow-capped mountains**

## **SCENE 5**

Narrator-Nature 3: And Mr. Hater appeared in the forest again.

Mr. Hater 3: Thank goodness, it was a dream.

Narrator-Nature 3: Then the clock struck.

Ghost of Environment Present: No, Mr. Hater. It wasn't a dream.

Mr. Hater 3: I suppose you are the Ghost of Environment Present.

Ghost of Environment Present: Yes, I am. I am the Ghost of Environment Present. I have much to show you. Grab onto my robe. Hurry! We cannot be late.

Narrator-Nature 3: Mr. Hater touched the hem of the spirit's robe. The bedroom vanished, and he found himself in a barren winter forest. There were many worried people because there was no snow and it had not rained either. Suddenly two beautiful girls appeared.

Mr. Hater 3: Who are they?

Ghost of Environment Present: They are Snow White and Rapunzel! They seemed to have been affected by the changes in the environment caused by companies like yours. Let us listen to what they have to say.

Snow White: Oh no! I don't understand what is going on. I cannot see the essence of my name anywhere. I used to spend my winters surrounded by snow, and now it is so hot that it is almost gone. This is the end!! I won't be SNOW White ever again!! So I guess I will be WATER White from now on.

Rapunzel: Water? Who said water? Is that you my dear friend Snow White?

Snow White: Yes, it is me. How have you been, dear?

Rapunzel: Not happy at all! You know I need lots of water to wash my long hair, but it has not been possible. The water has disappeared or has been contaminated, and I haven't been able to wash my blond hair or take a decent bath for the longest time. I am all dirty and so are my friends; I think my charm has gone away! Do you know what is going on?

Snow White: I'm not sure. My seven dwarfs and all the forest animals are thirsty. Well, I have heard that is due to the fact that this man, Mr. Hater, who only cared about himself, has destroyed our planet with garbage. He has burned and cut our trees down. As a consequence, all these terrible changes are affecting our lives now.

Puss in Boots making sounds

Snow White: Do you hear that?

Rapunzel: Yes! I think it is a cat!

Puss in Boots: Meow! Yes, it is Puss, I was walking by and I heard you ladies talking. I wanted you to know that we animals have been mistreated too. It is true that most animals serve as the human's food, but they want more and more of what they barely even consume.

They kill animals for fun or they practice experiments on them; ask the experimenters why they experiment on animals, and the answer is: “Because the animals are like us.” To be honest, all this happened because of greed. I hope one day everything changes. As Gandhi said, “Earth provides enough to satisfy every man’s need, but not every man’s greed.”

Snow White: Aren’t you an adorable kitten? I don’t understand how people mistreat all kinds of animals, domestic or wild, instead of living in harmony with them.

Rapunzel: Yes, come here kitty, we will take care of you!

Puss in Boots: Those are the magical words. Dear Rapunzel “take care of” animals that deserve to be taken care of. If you have pets, feed them, play with them, walk them, and take them to the vet. If you can’t do these simple things, then don’t have pets.

Rapunzel: I know! The other day I saw that Mr. Hater had wild animals as pets. Can you believe that?

Puss in Boots: People have to understand that wild animals aren’t pets, and that they are dangerous for everybody when they are not in their natural habitat. We all should help conserve species to avoid their extinction, and those that are in danger need to be treated in special ways so they can reproduce and future generations are able to see them. As one intelligent man called Gandhi once said, “The greatness of a nation and its moral progress can be judged by the way its animals are treated.” Well, one day everything will change, hopefully sooner than later.

Mr. Hater 3: Do you mean that they all are sad just because of global warming and animals that are mistreated?

Ghost of Environment Present: Yes. Today they cannot live their normal lives anymore because of people like you that don’t know how to respect nature.

Narrator-Nature 3: Then the Ghost took Mr. Hater to see many places that have been destroyed like the North and South Poles, the Amazon Rainforest, industrialized countries with chemical waste and contamination all over the place, dried-out rivers, etc.

Mr. Hater 3: Is this how people live now?

Ghost of Environment Present: Of course, this is what many mean people have done to our home, nature!

Narrator-Nature 3: Then Mr. Hater was taken into an indigenous person's house in what was left of the forest.

Mr. Hater 3: They look so poor!

Ghost of Environment Present: Love is what you can feel here.

Narrator-Nature 3: The father of the family lifted his youngest son from a chair in the corner and carried him to bed. The boy was pale and thin. Inti's father tried to give his son some fruit. He got that fruit from the town market where the owner gives their clients cloth bags, because plastic bags are old-fashioned now.

Mr. Hater 3: What's wrong with him?

Ghost of Environment Present: He's very sick. He drank from the river YOUR company contaminated. His name is Inti, and his parents don't have money for a doctor, so he might die.

Mr. Hater 3: Die? But there must be something that can be done. Please, tell me if he will die.

Ghost of Environment Present: I see an empty chair in the corner; if the future is not changed, he will certainly die.

Mr. Hater 3: No! No!

Ghost of Environment Present: What do you care, anyway? That will diminish the world population.

Narrator-Nature 3: At that moment, Mr. Hater realized it was entirely his fault, and felt sorry.

Ghost of Environment Present (Talking to the audience): Bring Your Own Bag!! This is a tip I am giving you when you buy; don't use plastic bags anymore. What is your advice, Snow White?

Snow White: This is incredible! I haven't ever thought of having the chance to talk to our present generation! I am so delighted to give you some tips for taking care of the environment. Instead of bottled water, filter your tap for drinking water. Place a water bottle filled with

liquid or pennies into your toilet's water tank. This will cause the tank to use less water every time you flush.

Rapunzel: I think I am going to follow your advice, my dear friend! But has anybody mentioned fashion and environment?

Let me tell you, my friends, that green fashion is becoming hot! You should start looking for clothes and accessories like handbags which are environmentally friendly.

Snow White: I have forgotten how trendy you are, dear Rapunzel!!

Rapunzel and Snow White: Remember, fashion is always going back and forth, so keep your clothes that are not trendy for the season in your closet, because this fashion will come back really soon.

The intolerable arrogance of human beings to think that Nature was made solely for their benefit, as if it was imaginable that the sun had been set burning, merely to mature men's apples and head their cabbages. Savinien de Cyrano de Bergerac

Close curtains.

The four singers are lined up in front of the stage and say:

Singer 1: We do not inherit the earth from our ancestors; we borrow it from our children.

Native American Proverb

Singer 2: The earth we abuse and the living things we kill will, in the end, take their revenge; for exploiting their presence, we are diminishing our future.

MaryaManne

Singer 3: There is nothing in which the birds differ more from man than the way in which they can build and yet leave a landscape as it was before.

Robert Lyn

Singer 4: The golden opportunity you are seeking is in yourself. It is not in your environment; it is not in luck or chance, or the help of others; it is in yourself alone.

Orison SwettMarden

**Open curtains. Backdrop: The ocean**

**SCENE 6**

Narrator-Nature 4: Meanwhile, it was getting late. The Ghost took Mr. Hater through different places so he could see how people had been affected by global warming, contamination, deforestation, and the poaching of animals. Suddenly, without warning, they were on a shore.

Mr. Hater 4: I know that voice. It's my nephew's wife. He's having a meeting, but wait a minute, where is he? In the ocean?

Nephew's Wife (Lilo): Look at the ocean! And Mr. Hater said that global warming was just a lie. He would be ashamed if he saw how the oceans are dying! Hi, my friend! How are you?

The Little Mermaid: I am really sad; I would have loved for him to come so I could take him deep down so that he could see how contamination has ruined our lives in the ocean and how fish are disappearing because of overhunting or the poisoned water. This happens because many humans think that the ocean is a dump! Garbage is everywhere and my friends the seagulls think the plastic is their food and then catch it but die, because they choke.

Nephew's wife (Lilo): I was always afraid that plastic would become the ocean's worst enemy.

The Little Mermaid: The real problem with plastic bags is when they decompose; they become toxins that are part of the food chain of birds and sea animals as well. Humans don't see that this is a tragedy, not only for life in the ocean, but for their own lives. The seafood they eat is contaminated too, and humans will get sick or even die. Nephew's wife (Lilo): Yes, I know. But I am still hopeful. I am sure that there are still lots of good humans who would love to join forces and try to bring balance back to the world. It is just about compromise, desire and love. One day I heard a beautiful and really meaningful song, you know, it said something like..."You may say I'm a dreamer, but I'm not the only one..."

The Little Mermaid: Yes! I have heard it too! "I hope someday you'll join us....."

The Little Mermaid and Nephew's wife together: "And the world will be as one.."

The Little Mermaid: That song should be our symbol! Mr. Hater must listen to it and try to understand it. Probably then, he will not be as bad as he has been, and join us in our battle to fight for the environment.

Nephew's wife (Lilo): I know my friend. He preferred being angry at us rather than hearing the truth.

The Little Mermaid: Well, we should not cry over spilled milk; what is done is done; let's keep working hard.

Nephew's wife: You are right. Well my friend, I think Mr. Hater didn't show up because he is afraid of seeing the damage he has caused, and probably he feels his fortune is now useless and insignificant, compared to the disaster he made.

The Little Mermaid: He should be really ashamed of what he has done!

Nephew's wife: Well I have to go now. My husband and I have many things to do. I will come to visit you tomorrow. I need to check on ocean purification.

The Little Mermaid: Don't worry, the purification is going perfectly, I will tell you more details tomorrow. Take care.

Mr. Hater 4: They don't like me.

Ghost of Environment Present: Not unless the future changes.

Mr. Hater 4: And how can I change the future?

Close curtains.

The four singers are lined up in front of the stage and say:

Singer 1: "Why should man expect his prayer for mercy to be heard by what is above him when he shows no mercy to what is under him? "

Pierre Troubetzkoy

Singer 2: "If all mankind were to disappear, the world would regenerate back to the rich state of equilibrium that existed ten thousand years ago. If insects were to vanish, the environment would collapse into chaos."

Edward O. Wilson

Singer 3: “Whenever man comes up with a better mousetrap, nature immediately comes up with a better mouse. “

James Carswell

Singer 4: “We must all work together in order to save the environment and the world that we live in from further change.”

Dave Foreman

**Open curtains. Backdrop: Desolated world**

### **SCENE 7**

Narrator-Nature 4: The ocean disappeared and they continued their journey. They visited many countries and traveled to faraway lands. It was a long night. Then, the Ghost of Environment Present was gone.

Mr. Hater 4: Oh, I am in my own bed again.

Narrator-Nature 4: But, as he sat up, another ghost floated into the room. He was dressed in black, and a dark hood hid his face.

Mr. Hater 4: You must be the Ghost of Environment Yet to Come. Are you here to show me the future and how it can change?

Ghost of Environment Yet to Come: Follow me; there are some more things you need to see.

Narrator-Nature 4: Mr. Hater followed him to the street in front of his office. Two men stood out front, talking and shaking their heads.

Mr. Hater 4: I know them. I do business with them; they are heartless hunters, petroleum hunters who would never care about anything but them. We're friends, well, greedy friends. But what are they saying about me?

Captain Hook: Poor old Mr. Hater. “We tend to forget that happiness doesn't come as a result of getting something we don't have, but rather from recognizing and appreciating what we do have.” Frederick Keonig was right when he said that. Mr. Hater has lots of money and he never appreciated every penny he earned. I never understood that man.

Jafar: I know I feel sorry for him, but we should rob his company and get his money. Isn't it the best idea ever? We must discuss my idea my dear friend. I am sure nobody is going to notice or suspect it was us!

Captain Hook: They told me he's very sick. I hope he dies! He will stop giving problems to everybody if he dies, and I think no one will care about it.

Jafar: Who's taking care of him? Oh sorry, ha haha. I meant who would like to take care of that cruel man?

Captain Hook: No one. You know that he always liked to be alone, and nobody likes to be with him. He is so rude, people are afraid to go into his house. Did you know that nobody knows what he has there?

Jafar: He doesn't have any friends, either. I feel sorry for him. BAH! Who am I kidding? I don't feel sorry at all. Let's rob him, I have the perfect plan.

Captain Hook: What is your diabolic mind thinking? When all other sins are old, greed still stays young, so I think I am getting interested in your ideas.

Jafar: Why don't we enter his house and take all of his precious belongings? You know we could even get all the private documents of his company, and make the company ours!

Captain Hook: But we are going to get into trouble, my friend.

Jafar: Let's make something clear here. What is that thing you have instead of a hand? What is that piece of steel you always complain about?

Captain Hook: Oh come on! Don't remind me.

Jafar: You lost your hand because of those poisonous chemicals you used to work with, and when you got hurt, he didn't even care. He fired you!! Come on Hook!

Captain Hook: Yes, you are right! Let's break into his house tomorrow at midnight. My friend Oscar Wilde always said that there are many things that we would throw away if we were not afraid that others might pick them up, and this man doesn't even care what he has... What do you think? Is tomorrow a good day, my mate? I want to get all his fortune!

Jafar: That's the spirit!!! I think your plan is excellent, dear Captain! As one African Proverb says "Greed loses what it has gained." Then, we are going to make Mr. Hater lose it all! "Monsters are real, and ghosts are real too. They live inside us, and sometimes, they win." That's what Luv Sinerz said. We are monsters, we are ghosts, we are two greedy guys who will become the richest ones in town... ha hahaha!

Ghost of Environment Yet to Come: I don't understand why it is so difficult for this man to see how many wrong things he has done. Aldo Leopold said, "People abuse land because they regard it as a commodity belonging to us. When they see land as a community to which they belong, they may begin to use it with love and respect."

Narrator-Nature 4: Mr. Hater was shocked to see that his only friends, well that is what he used to think, were nothing more than his own enemies. The Ghost started walking and Mr. Hater followed him down the street. Then they arrived at the darkest, driest and stingiest place anyone has ever seen before. Then, Mr. Hater realized that this place would be our planet in no more than twenty or thirty years from now.

Mr. Hater 4: Oh no! Is this the result? Is this what my nephew tried to warn me about? I cannot believe my eyes, no water, no animals; this is the worst thing I have seen today!

Ghost of Environment Yet to Come: Clement Stone once said "You are a product of your environment. So you chose the environment that best developed you toward your objective. Analyze your life in terms of what you have done."

Narrator-Nature 4: Then, Mr. Hater started to cry.

Mr. Hater 4: Why did you bring me here? Is that the image of what it will be? Or just the image of what can be?

Ghost of Environment Yet to Come: I don't really want to say anything. You seem as if you didn't understand what the other ghosts and I have shown you. YES!!! This is our planet now!

Narrator-Nature 4: Then Mr. Hater fell to his knees.

Mr. Hater 4: No! No! Ghost, listen to me. I have changed! Why do you show me all of this if I have lost all hope? Please, tell me that I can change everything that you have shown me. I will

honor Nature. I will live in the past, the present, and the future. I will not forget the lessons that all of the ghosts have taught me. Oh, please tell me that I can help the planet.

Narrator-Nature 4: In his anguish he took the Ghost's hand, but the ghost rejected him, and Mr. Hater woke up in his bed.

Close curtains.

Open curtains.

The four singers and the four ghosts are lined up on stage and sing:

**Adapted from "Everybody"**

Everybody, yeah

Save some water, yeah

Everybody, yeah

Save resources now

Save the planet, alright

Oh my God, we're back again

Brothers, sisters everybody help

We are gonna find solutions, tell you how

Gotta question for you better answer now, yeah

Is Nature original? Yeah

Is it the only one? Yeah

Is it everything you need?

You'd better help your planet now

Don't be afraid, don't have any fear

I'm gonna tell the world, make them understand

As long as there'll be nature helpers, it'll be coming back again.

Close curtains

**Open curtains. Backdrop: Houses in the Forest**

### SCENE 8

Mr. Hater 4: Oh, thank you! I've been given another chance. I don't know what day today is, or how long I have been with the Ghosts. I feel like a child, but I don't care. I want to be a child again!

Narrator-Nature 1: Then he heard the birds singing. He opened his eyes, stood up, opened the windows and saw happy people, lots of animals he had never seen before; he breathed pure air, and most importantly, he saw humans who respected Nature.

Mr. Hater 4 happily breathes and observes everything around him.

Narrator- Nature 2: Then he started calling all his contacts and all the people he knew, even presidents around the world, to ask them to join forces and work together for the planet. Mr. Hater got dressed and headed toward his nephew's house. He was feeling really happy and excited. He waved to everybody in the street and treated everybody nicely. When Mr. Hater reached his nephew's house, his nephew was surprised to see him.

Mr. Hater's Nephew: Uncle, I am happy to see you! I am really glad that you changed your mind. Come and listen.

Narrator-Nature 3: Mr. Hater hugged his nephew and entered. After all the explanations he heard, Mr. Hater said a few words.

Mr. Hater 4: Thank you. I never realized how much I was destroying our planet, and how much I was able to help. But, I have to go now; I have some other things to do.

Narrator-Nature 3: And Mr. Hater headed to Inti's house. Nobody in the house could believe he was actually there.

Inti's father: Oh, Mr. Hater! What a surprise!

Mr. Hater 4: It's a pleasure for me.

Inti's father: Mr. Hater, please come in.

Mr. Hater 4: I am here to tell you that I will help heal your child, Inti; it is my fault that he got sick.

Inti's father: Oh thank you. You are so generous.

Mr. Hater 4: I will help everybody and everything I have affected, and do things right.

Narrator-Nature 4: Mr. Hater did more than what he said he would do. He took care of the environment, animals, and plants. Some people laughed to see how he changed, but he didn't care. Mr. Hater never saw the Ghosts again, but he had many friends and always respected Mother Nature.

Close curtains.

The singers are lined up in front of the stage and start singing the first part of the song

**“Imagine”**

**By John Lennon**

Imagine there's no heaven

It's easy if you try

No hell below us

Above us only sky Imagine all the people

Living for today.

Open curtains

All children are lined up on stage and join to sing the song from the second part:

Imagine there's no countries

It isn't hard to do

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in peace

You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one

Narrator-Nature 1: Thank you ladies and gentlemen; we hope you enjoyed the show and that you understand our message which is respect and live harmoniously with nature and we are not environmentalists, as Darryl Cherney said "we're Earth warriors." I would also like to present my friends and the characters they represented.

## ANNEX 2

### STUDENTS QUESTIONNAIRE

READ EACH QUESTION AND ANSWER THEM.

1. Do you like the school plays? Why?
2. What did you learn from the play this year?
3. Why do you think that the audience liked the play so much?
4. How important is it to express a message that can probably change the problems of the world?
5. What do you think about having had an adapted version of a classic story which had so many characters that fitted, and more importantly a play that expressed a message for you and the audience?

### **ANNEX 3**

#### **TEACHER QUESTIONNAIRE**

#### **ANNUAL PLAYS AT LICEO INTERNACIONAL**

1. What does the annual play mean for you?
2. What is your definition for critical thinking?
3. Do you think plays have been able to express a message for the students and audience to learn? How?
4. Do you think plays have developed students' critical thinking? If so, how much?
5. Do you consider there are any ways to develop students' critical thinking through plays in a much wider level?
6. Would you be able to adapt your play story in a way that lets students develop their critical thinking, and gives a message to them and the audience in order to face current world problems?

### **ANNEX 4**

























