**Materials**: different everyday objects, a bell, a chair and a table, chairs for all (optional), laptop, loudspeakers

***Note****: Concentration is important, and speaking is not permitted during the whole workshop unless the activity requires it. Short breaks (10’) are recommended every 30-40 minutes but never after the warm-up. The whole workshop (about 180’) is meant to teach Ss how to work individually and rely on themselves while being part of a group in which they can make a difference. After each activity except 1 and 6, the T and Ss talk about how they felt doing the activity and, if something went wrong, how this can be avoided.*

**Stages of the workshop:**

**\*Activity 1 Warm up** **(15’)**

*Interaction:* T-Ss

*Objective:* to get flexibility in motion, to control breathing

*Activity development*: The T will use background music and coordinate the warm-up exercises meant to prepare the muscles for the next activities and release tension. The exercises will include breathing techniques (controlled breathing, breathing while moving etc.). The physical warm-up will start from the head and end with the feet, and the movements will be gentle but firm and precise.

**\*Activity 2 The invisible substance (10’)**

*Interaction:* T-Ss

*Objective*: to adapt to a new/unknown medium and react to it

*Activity development*: The Ss have to walk from one corner of the room to the opposite corner and back, imagining they are walking through a specific medium/invisible substance (under the sea, in a lake, honey, thick fog, thick bushes, a field of wheat, lava). The exercise is individual and the Ss watch each other doing it. They can walk with closed eyes and must follow the T’s instructions, adapting to the new medium every time. They must imagine the substance is real, even if invisible, so they can feel it and react adequately. Background music can be used.

**\*Activity 3 Mirrors (15’)**

*Interaction:* T-Ss, S-S

*Objective:* to initiate action, to imitate action (lead and be led)

*Activity development*: The Ss work in pairs, one pair at a time. Two Ss sit or stand face to face, one of them initiates a sequence of movements and the other one “mirrors” the exact same movements, then they switch. The movements must be usual gestures, e.g. looking into the mirror after waking up, they must be slow enough for the “mirror” to imitate. They must do the same things at the same time, also remembering that the mirror reflects what is presented to it. After they have all been faces and mirrors in turn, they form a circle and one of them starts a movement, which is “mirrored” by the person on the right and passed on. Background music can be used.

**(break)**

**\*Activity 4 Chain story (15’)**

*Interaction:* T-Ss, S-S

*Objective:* to develop and practise creativity and concentration

*Activity development*: The T divides the group in half and each half will perform in turn. The Ss telling the story will sit and the others will suggest a title (preferably something unusual, e.g. The Emotional Handkerchief). One S will start the story and the others (in the same half) will continue in turn as the T claps his/her hands indicating the change. They must pay attention to the story in progress, as it is all improvised, and the T will ask for a change of narrator in the middle of sentences to make it more challenging. The story must sound as credible as possible, it must be coherent, connected to the title and it must have an end.

**\*Activity 5 Usual objects, unusual uses (15’)**

*Interaction:* T-Ss

*Objective*: to develop creativity and resourcefulness

*Activity development*: The T gives each S an object of regular use and the Ss will have to find 5 uses of the object which are less common (e.g. a pencil used as a toothpick, wand, knitting needle, toy for a cat, teaspoon). The Ss must not know which object they will have to use long before their turn comes. The exercise is individual, and background music can be used.

**\*Activity 6 Orchestra (10’)**

*Interaction:* T-Ss, S-S

*Objective:* to develop a sense of rhythm and a sense of belonging

*Activity development*: The group will sit down; one S will start making a sound and will keep doing it, while the others, one at a time, will join as soon as each finds a sound of his/her own to produce, and as soon as they find the right time to join. Once a S starts a sound, they will keep making it all along the exercise. Each sound must be different, and they can use their voices, hands and feet to produce the sounds, but no objects. They should reach a common rhythm during the process or at least at the end of it.

**(break)**

**\*Activity 7 The elevator (15’)**

*Interaction:* T-Ss, S-S

*Objective:* to develop improvisation skills

*Activity development*: The T draws a square/rectangle the size of an elevator on the floor. Two or three Ss enter the elevator together; their destination is the top floor of the block of flats. One presses the button and the elevator starts, but suddenly, on a given signal, it gets stuck. The Ss must react to the situation, each in their own way. They can choose to keep silent while reacting, or they can start conversation. The T decides to restart the elevator after the Ss have developed a situation, and let the others do the exercise. Elevator background music can be used.

**\*Activity 8 The bus stop (15’)**

*Interaction:* T-Ss, S-S

*Objective:* to find solutions to a problem

*Activity development*: The Ss will work in pairs; each pair consists of people who don’t know each other, waiting for a bus for some time. The T decides on how long to keep them waiting, while the 2 Ss react to the situation. The bus comes but it’s full and only one passenger is allowed; the 2 Ss try to find a way to get on the bus, but it suddenly leaves and the Ss must find an ending to this situation.

**(break)**

**\*Activity 9 Telephone calls (15’)**

*Interaction:* T-Ss

*Objective:* to practise improvisation, to manage stressful situations

*Activity development*: This is an individual exercise in which one S at a time is seated at the table, with 3 telephones on it. The T rings the bell, meaning that one of the phones rings, the S answers it but in a short while another phone rings. The S must manage both conversations at the same time, and the 2 callers are different types of people (very angry, depressed, member of the family, mistaken call, a drunk etc.). The climax is when the third phone rings and the S must find a way to finish the scene. The Ss must remember to let the watchers understand what each conversation is about, to react naturally and to listen to the caller before speaking.

**\*Activity 10 Monologues (20’)**

*Interaction:* T-Ss

*Objective:* to use creativity in improvisation, to use the “spaces” from the previous activities

*Activity development*: This is a complex individual exercise in which the T decides on a space and a situation for each S, who must improvise a monologue. The imagined spaces are those used in the previous activities in the workshop- elevator, bus stop, bathroom. The T decides who each S is talking to- themselves while taking a bath, or looking into the mirror, to someone on the phone (suicidal friend, annoying boss, reporter, etc.). It must be made clear from the monologue who the person is, as the instructions to each S are given privately.