



FRIENDS AT HOME, FRIENDS ABROAD (2019-2022)

Erasmus+ Programme- Strategic Partnership

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PUPILS' DRAMA PLAY

METHODOLOGY- The theater of improvisation& Boal's Methodology- the Theatre of the Oppressed

The theater of improvisation

Improvisational theater (*improv* or *impro*) is a form of theater based on spontaneity, collaboration with those around you and connection between group members. Nothing is planned, it is not carried out according to a predetermined scenario, the characters and the dialogue between these, the action and its venue are created spontaneously and collaboratively by the participants. Although most of the improv shows are comedies,

there are also forms of non-comedy. This kind of performance is based on improvisation (the ability to create or perform spontaneously without prior preparation).

In improvisation, the participants do not know what is coming, the scene is created on the spot. That's why it's important that group members pay attention to each other to react accordingly. When improvising, even if you're a specialist, every scene is something new, you have a new experience with every group of people you improvise with. Participants must pay attention to their partners to react appropriately.

The basic principle of improvisational theater is simple: improvisation involves performing without a script. As a rule, improv exercises begin with a group of actors to whom the audience gives suggestions about the relationships between the characters, about the place of the action, about the occupations they have, etc. Starting from these suggestions, the actors will create dialogues, scenes, contexts, etc. Collaboration between group members, cohesion between them and active listening, the ability of group members to stay connected with each other, to focus their full attention on their scene partners is very important.

As a method of education, improvisational theater develops spontaneity, attention, empathy, through the techniques of building some characters/characters and favors the creation of a stimulating work environment.

Using this method in the school environment helps not only in expressing emotions, but can be used in learning some life lessons,

of social experiences, historical or fictional, in collaboration with others. Developing these skills in a cooperative environment where students feel safe with each other ensures the development of the individual's potential.

Thus, by using improvisational theater, specific techniques, games and exercises, objectives such as:

- development of communication skills;
- the ability to adapt to different situations or people;
- group cohesion;
- the ability to make decisions quickly, on the spot;
- development of critical thinking;
- the ability to maintain active attention;
- stimulation of creativity, imagination and initiative;
- developing confidence in one's own strength;
- spontaneity;
- developing teamwork skills;
- active listening skills;
- development of tolerance and empathy;
- the ability to creatively solve problems;
- Personal Development;
- the ability to accept both others and oneself, different ideas and characters, etc.”

Source: [Ghid Teatru de improvizatie RO.pdf \(anpcdefp.ro\)](https://www.anpcdefp.ro/library/Rapoarte%20c8%99i%20analize/Ghiduri%20de%20improvizatie_RO.pdf)

[https://www.anpcdefp.ro/library/Rapoarte%20c8%99i%20analize/Ghiduri CONNECTOR 2017/Ghid%20Teatru%20de%20improvizatie_RO.pdf](https://www.anpcdefp.ro/library/Rapoarte%20c8%99i%20analize/Ghiduri%20de%20improvizatie_RO.pdf)

Boal's Methodology

Augusto Boal revolutionized theatre and was nominated for the Nobel Peace Prize in 2008 for his work on the Theatre of the Oppressed manifest. This methodology is now used in fields such as education and pedagogy, social work and mental health, and political and cultural activism, as well as numerous other areas where people are deprived of their right to dialogue.

It is based on total involvement of all participants who will be active protagonists of their own learning and live an educational experience centered on the experimentation of their own ability.

The activities (short lessons, experience comparisons, theatre exercises, improvisations, group works and discussions...) allow participants both to learn and to bring their experiences. Also, 'Spect-actors', i.e. spectators who take on the role of actors, take on the role of the oppressed person, and try out alternative responses. ”

„The purpose of all forms of Theatre of the Oppressed is to transform spectators into protagonists. This process is meant to cause people to change society, rather than accepting it as it is. In Boal's words, the objective is to encourage autonomous activity, transformative creativity, and the process of changing oneself into a protagonist. It is intended as an endless process that expands into participants' lives, providing a source of energy and subjective action.” (source: [Augusto Boal: Theatre of the Oppressed | Ceasefire Magazine](#))

The Friendship Realm

The Facilitator - speaks freely

DECOR: Ocean full of fish- different species- on the background. The Ocean Master is on the scene, talking to the public.

CHARACTERS:

- THE OCEAN MASTER
- 4 GROUPS OF KIDS FROM DIFFERENT COUNTRIES

OCEAN MASTER (*to the public*): How are you today, my friends? I want to share with you a story, a magical story. Are you ready to hear it? (*S/he waits a few seconds. Then s/he starts to tell the story with a magical voice*) We saw some fish yesterday, and they wanted to visit my wonderful Friendship Realm, but, in order to do that, they had a task. So, I will call them one by one, and I will ask them something, or maybe they will ask me something. (*Looking at the public*) Little fish, little fish, swim over here! (*The groups of children approach the scene.*) As you can see, it is a beautiful- beautiful life under the sea, very colourfull, very peacefull. Everybody would like to live in it, right? Would you like to live in it?

ALL KIDS: Yes

OCEAN MASTER: Romania, would you like to live in it? Come here, please! (*The kids come nearer to the stage. Looking at them with kindness*) Would you like to live in this beautiful land?

KIDS (*gently*): Yeah.

OCEAN MASTER: Hmmmm... not very convincing... Would you like to live in my beautiful land?

KIDS (*louder*): Yes!!!!

OCEAN MASTER: Aha, great! Let's see... Spain, could you come here? (the kids are coming) Now, my dear Spanish friends, would you like to live in this beautiful land.

KIDS: Yes

OCEAN MASTER: WowVery, very convincing! Thank you very much! Portugal, please, come here! Let's move a bit up (*s/he moves up*), and sit like a mermaid (*s/he sits like a mermaid*). Portugal, would you like to live in my beautiful land?

KIDS: Yes!

OCEAN MASTER: Ohh, you are so strong! That's great! Well, let's see who do we have here...(*walks to the Belgian kids*) Belgium! Can you come closer, please? Lots of people here! Belgium, would you like to live in my beautiful land?

KIDS (*enthusiastic*): Yes!

OCEAN MASTER (*to the public*): Wow, so its not so peace and quiet in the ocean again! (*To the Belgian kids*) As we talked yesterday, I do have a small pass for you, but you have something to ask me. Do you remember what the question was?

KIDS (*together*): Ocean Master, Ocean Master, can you let me pass?

OCEAN MASTER (*impressed*): Ooo, lots of voices! You seem stronger when you are together, right? Im sure!

Well, if you want to pass, you have to teach other something. You have to prove that you became friends. So, Romania and Spain will teach each other a folk dance, and Portugal and Belgium will teach each other a little dance. Im gonna use my magic powers to lift the screen (*s/he spread a magic powder around*).... and now, Romania and Spain, you can go this way (*pointing to the right*), and Belgium and Portugal, you can go this way (*pointing to the left*), and train for a bit.

(The kids go up on the stage, and do a small rehearsal)

OCEAN MASTER: Let's see... Spain, Romania, are you ready? ... Portugal, Belgium, are you ready? And now, i invite you (*showing to Portuguese and Belgian kids groups*) to go back to your land for a bit. Now (*looking at Spanish and Romanian kids groups*) you need to prove that you learn something, so , whenever you think you are ready, you can dance a traditional dance.

(The children from both countries dance together a Traditional Romanian dance.)

OCEAN MASTER (: You have been doing good, my little fish! I might just welcome you in my land. But also you have to prove that you learnt, Romania, the Spanish dance.

(The children from both countries dance together a Traditional Spanish dance.)

OCEAN MASTER: I think you are worthy of coming to my land. What was the question you had for me again?

KIDS (*all together*): Ocean Master, Ocean master, can you let me pass?

OCEAN MASTER: Of course, of course! You are all welcome into my Friendship Land! But first we have to make some room for Portugal and Belgium.

(The Portuguese and the Belgian kids get on the stage.)

OCEAN MASTER: Little fish, little fish, are you ready to dance?

KIDS (*determined*): Yes!

OCEAN MASTER (*looking at the Portuguese kids*): Portugal, it is your mission to show that you have taught the Belgian team your dance.

(The children from both countries dance together a Traditional Portuguese dance.)

OCEAN MASTER: Wery well, congratulation. Belgians, are you ready to prove that you have taught the Portuguese team how to dance?

KIDS: Yes!

(The children from both countries dance together a Traditional Belgian dance.)

OCEAN MASTER: I am just a little bit jealous right now, because I watched your dance and I was not able to take part in it, but, again, what was your question for me?

KIDS (*all together*): Ocean Master, Ocean Master, can you let me pass?

OCEAN MASTER: Definitely YES, you are all welcome into this land of Love and Friendship. So, our dear fish from Romania, can you, please swim here? And our lovely fish from Spain, can you swim here?

(All kids go up on the scene)

OCEAN MASTER: Thank you very much for showing me, the lonely Ocean Master, the Power of Friedship, the Power of Communication, the Power of working together, and being together, and I think this huge oceanocean in front of us also taught us an important lesson from you today. Thank you very much, and (to the public) I think they deserve a big round of applause.

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