

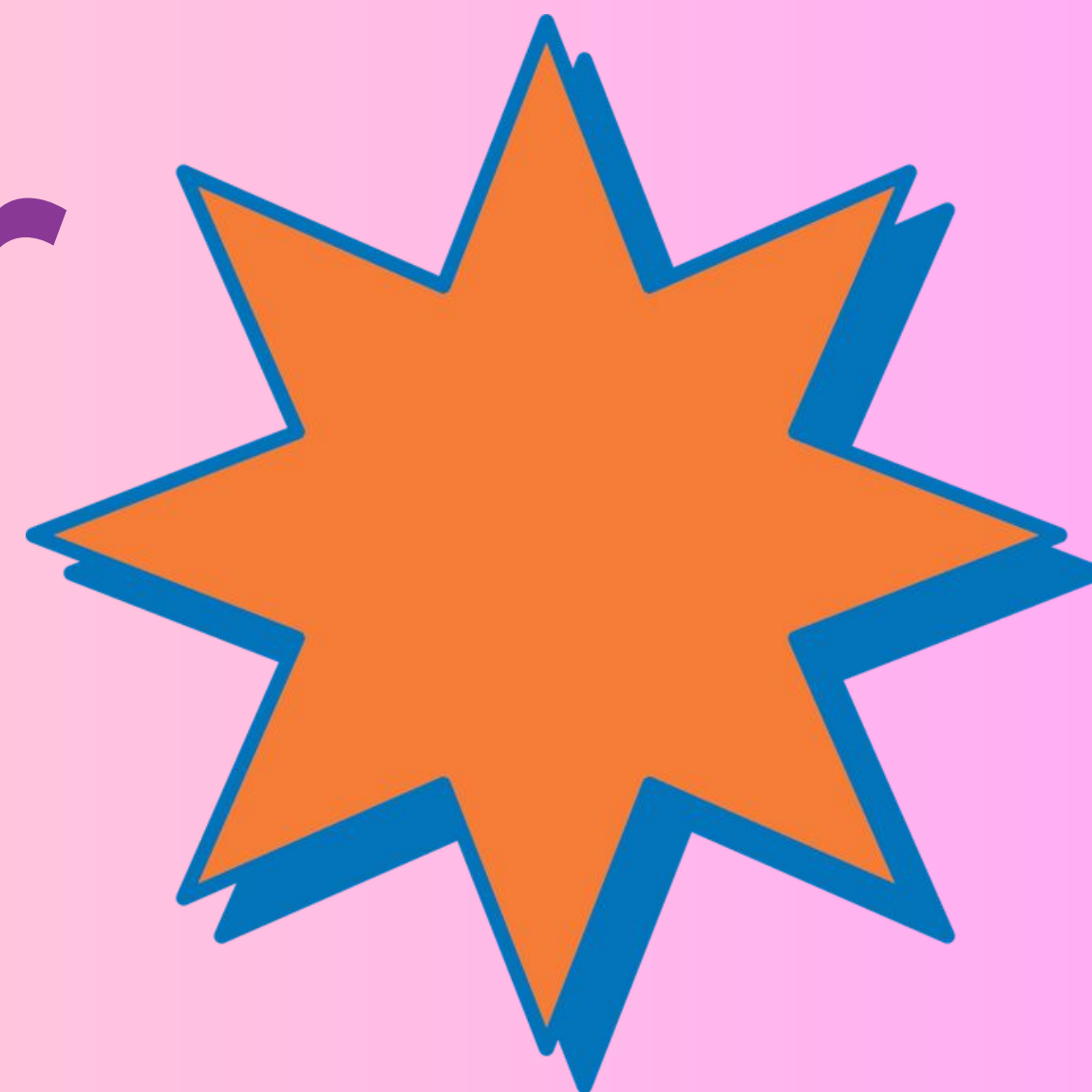


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Moduler för berättande





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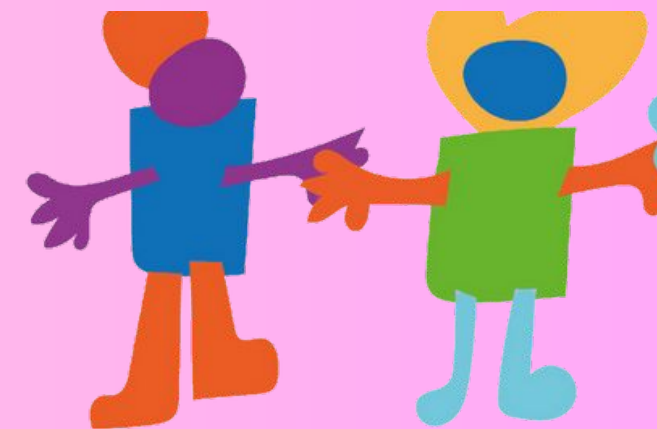
Om modulerna



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01

Modulerna eller programmen utformas beroende på berättelse metoderna och de är instruktions resurser för ungdomsarbetare, utbildare, lärare och socialarbetare som arbetar med och underlättar peer-to-peer-inläring i mångkulturella grupper, särskilt i situationer där unga européer och invandrare – med särskild uppmärksamhet på flyktingar och asylsökande – samarbetade i inkluderande inlärningsmiljöer. Programmen kan användas för att skapa ett utrymme för unga människor där de kan dela med sig av sina erfarenheter genom berättande. De är en färdplan för att integrera nyanlända i en ny miljö så att de kan känna sig hörda och uttrycka sina känslor i en säker dialog.



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Berättande för teatrar



Berättaraktiviteten "Act it out!" använder olika kreativa teaterverktyg och metoder som ett sätt för unga människor att effektivt uttrycka sig och dela sina berättelser med varandra.



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Methodology

01

Quantitative Method

Duration: 90 - 120 minutes

Number of Participants: 10+

Age range: 18-30

02

Qualitative Method

Materials: This method can be done in person or online. It does not necessarily need any materials except papers, pens and acting props (if the participants want).



Online Theatrical Workshop



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Objectives

The objectives are to find a way for young people to express their emotions, and things that might be difficult to talk about, by using theatrical methods. In this way they can reflect on and tell their story on their own terms since the art of acting leaves a lot of room for personal expression and interpretation and also works very well with language barriers. Furthermore, the participants will receive a small introduction into acting.





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Instructions:

To start the activity the facilitator holds an energizer with the participants to make them feel comfortable with each other and open for the workshop. If the group does not already know each other, a “name game” is recommended. For example the ice breaker in which every participant shows the other participants a movement with their body while saying their name. The other participants have to repeat the move and the name and so on. This icebreaker can be used online or in person and is already an entrance point to acting.

Afterwards the facilitator checks in with the participants moods and expectations in a short round of talking and thumbs up and down.

In a next step the facilitator gives keywords and questions to use as inspiration for the participants. For this workshop we gave the following words to choose from:

Home, journey, language, challenge, happiness, culture, change and hope.

In the next step the participants are asked to pick one of the words and individually or in groups come up with a short sketch (about 5 minutes each) relating their personal experiences to the word.

The facilitator explains the different methods again and answers any questions the participants might have. They use pens and papers to individually reflect on their personal experiences, brainstorm, plan and write their sketch ideas.

Then the participants will have 15 minutes to finalise their sketches and practise them while microphones and cameras are turned off or they are in ‘break out rooms’ as a group.

Next up the facilitator explains different methods of acting and shows the participants examples of these methods. The participants will already participate actively and come up with their own acting methods or show examples to the rest of the group. Some of these methods are:

- Pantomime = acting without speaking, with a strong focus on facial expressions.
- Just sounds = acting without speaking but using sounds to express themselves.
- Monologue = speech / poetry slam style
- (Dialogue if the facilitator decides to put the participants into groups or pairs)
- Reenacting a scene or a feeling.
- And many more

After 15 minutes everybody comes back and the young people start presenting their small sketches. After every sketch the rest of the group applauds and gives positive feedback. After all the sketches have been performed the facilitator moves on to the final stage: evaluation.



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Evaluation

In the evaluation the participants are asked the following questions:

- Which word did you choose and why?
- How did you come up with the sketch?
- Was it a good exercise to reflect on the past and your current life?
- Was it hard to act out emotions and moments?
- How did it feel to share your story in this way?
- What did you like/ dislike about it?
- What are you taking away from this?

In another round they can share whatever comes to their minds talking about their sketches. The other participants practise listening without judgement.

The activity can be emotional for some of the young people, so be sure to create a safe and respectful environment and always give possibilities to the participants to take breaks or not perform their sketch if they do not want to.

In our workshop we had a wide variety of sketches, such as comedic moments of language barriers, a monologue about the feeling of home and a pantomime sketch of the word hope.

Even though in the beginning some of the participants were shy and it took some of them time to get comfortable with acting, the participants overall enjoyed the activity a lot and were surprised how well they could express themselves by acting.

Thank

You!

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