

Theater Workshop

Duration	2-3 hours
Age	15-25 years old
Methods	Discussion and method of the theatre of the oppressed
Materials	Paper and pen
Competences	Analysis and reflection on own desire and wishes
Aims	Reflect on oppressive systems and acts of resistance and try creative ways to resist.
Source	We World workshop
Procedure description	<p>Facilitation of the exploration/learning process of the youngsters through theater and movement games focused on inclusion, self-expression of the youngsters and collaboration through non violent communication.</p> <p><u>Structure of the workshop:</u></p> <p>1. Presentation</p> <p>2. Sitting circle of presentation of names.</p> <p>3. Theatre Games:</p> <p>a) They walk around, having a clear direction. They stop, change direction and go ahead. They always pass through two people in the space.</p> <p>b) They walk with different speeds (all the group the same speed under the guidance of the facilitator).</p> <p>5 speed levels: Very slow – slow - normal – fast – very fast (almost running)</p> <p>c) Space gets reduced and expanded (chairs put around by the facilitator redefine the space)</p>

d) When the music stops They freeze. When the music restarts they move again.

e) When the music stops they go on the floor to “hide”/ “protect” themselves. When the music starts they move again “escaping”.

f) Everybody lays down on the ground with eyes closed. When the facilitator touches somebody, that person gets up and starts running and jumping around the ones on the floor.

→ This is a warmup considered to help the participants relax and feel comfortable with the process, go from the individual to the collective presence connecting with the rest of the participants and experience subtle conditions of retreatment and oppression while developing their trust to the other participants.

4. Oppressor and oppressed:

It has to make couples. The oppressed lays down and starts getting up (slowly in the beginning and then faster), the oppressor touches the oppressed in body parts (gentle touch but with powerful intention from the rest of the body) the oppressor goes down as if they are pushed down from that body part. If the oppressed manages to get up they start moving around, always going down if touched by the oppressor – they can also start running trying to escape. Then they change roles.

→ Through a gentle, playful game with their partner, the participants experience bodily the oppression as well as the frustration that comes from not being able to resist.

5. The blind and the guide

Same couples. The blind closes their eyes and the guide is guiding them to move around the space.

They change roles.

→ The participants have the chance to experience the empowering feeling of being supported by someone else to do something that otherwise would be much more hard/scary – walking around with eyes

closed. When the guide is momentarily not touching the blind, the immediate reduction for confidence is evident.

6. Sharing in couples and in circle

The couples have some time to discuss about the different feelings they experience through the two games they just played together and then they get the chance to share with everybody what they discussed with their partners.

7. Personal Input and sharing it

A) Each participant gets a small piece of paper where they write

I am

I want

I don't want

I dream

I am afraid of

And then they have to fill the sentences without thinking much about it.

B) Through a game of collective rhythm and vocal sounds lead us to present all together simultaneously what we wrote.

→ We are supposed to say at the same time our sentence like " I am...." , who wants that their sentence is really heard by the others can repeat while the others stop talking. This makes sure that everybody vocalises what they wrote in the safety of the collective expression but also offers the possibility to them to say something again if they feel the need to make it heard.

8. Groups presentation

The participants split into different groups; they are supposed to share what they wrote in " I want ..." and "I don't want..." , find common grounds and define a common topic in which they want to help each other to resist and demand change. They are requested to manifest their demands through their own creative way such as: creating bodily scenes

	or small stories to represent. They are requested to write define “what, why and how” they gonna demand.
Worksheets	
Links and Media	