



Project Number: 2017-1-LT01-KA201-035235

## Theatre in Education – Off-Book Project

### Minutes

Teatro Stabile di Grosseto organized n° 8 events dedicated to first and secondary school teachers of Grosseto area.

Number 75 teachers booked the events participation, and from minimum 50 to maximum 70 participated.

The main event's objective consists of bringing teachers closer to the knowledge of the Off-book project, its objectives, its contents and its methodology.

Through the n° 8 events, Teatro Stabile di Grosseto helped secondary and primary school teachers to reinforce their capacity to identify divisions within the classrooms coming from the lack of dialogue and understanding among students with different backgrounds, cultures, attitudes and personal beliefs.

The main events' content was:

1) the deep analysis of the methodological approach to encourage the building of a new interaction between teachers and students putting the focus on the dialogue among individuals and not on the traditional vertical teaching methods, thus breaking up the still typical logic of traditional School education and dynamics within the class communities based on the overwhelming impact of personal opinions and judgments by individuals on other individuals.

2) To encourage dialogue, listening and comparing means fostering participatory inclusion, identified as a source of change of typical negative dynamics in schools, leading to early school leaving, bullying and social isolationism. Performing arts and theatre laboratories if conducted for purposes of aggregation and not for artistic performance can achieve integration rapidly and with a potentially long-lasting impact.

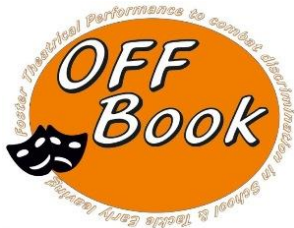
3) The modernization of media has radically transformed the way of relating, in particular between the younger age groups. What happened before in person, now it is mediated by a screen and the ability to weigh the words and concepts exchanged via the digital medium makes the relationship less "real" and "personal". On the contrary, a theatrical activity can only be done live and in direct relation ("Hic et Nunc" = "here and now"). But this is not enough, because such activities must be understood not as a simple imitation of the Professional theatre where a Director is pulling the strings of his/her actors. This logic, in fact, is absolutely counterproductive as it creates the final performance stress, scripts are memorized, young actors "de facto" detached from their own personality. Most importantly, the traditional method widens rather than solving the gap between students according to the roles assigned in the performance, between the person who is assigned the "part of the protagonist" and who instead is used for secondary parts. Unfortunately this practice is widespread in schools that tend to replicate the logic of the "theatre of the adults", such as 'role playing' (actors impersonating characters, putting aside their own characteristics, 'auditions' to identify the 'best' for a specific 'role' and therefore multiplying rather than reducing the 'judgemental' approach.

4) In OFF-BOOK perspective Theatrical Laboratories are an educational tool with the infinite potential to help students to show their personality. This approach aims at knocking down the fear of being judged, or of being considered "different", which is tightly linked to discrimination and hostile social environments. The largely present dichotomy "us-them" is particularly dangerous within the class group because it maintains existing social exclusion and discriminatory attitudes, thus impairing the possibility for socially disadvantaged students to remain at school. The method applied in the Theatrical Laboratories aims at the deconstruction of existing discriminating behaviours in classrooms.



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The events took place on the following dates:

- 9 November 2018
- 23 November 2018
- 25 January 2019
- 22 February 2019
- 15 March 2019
- 12 April 2019
- 21 May 2019

## **Experiential Learning**

**Grosseto, Italy**

**22 February 2019**

The day was conducted by Roberta Papi, senior trainer from "Teatro Stabile di Grosseto".

### Experiential Methodology History

The concept of experiential learning was first explored by John Dewey and Jean Piaget, among others. It was made popular by education theorist David A. Kolb, who, along with Ron Fry, developed the experiential learning theory, which is based on the idea that learning is a process whereby knowledge is created through the transformation of experience.

-Experiential methodology main issue:

Experiential learning is based on four main elements which operate in a continuous cycle during the learning experience:

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation

### Experiential learning objective:

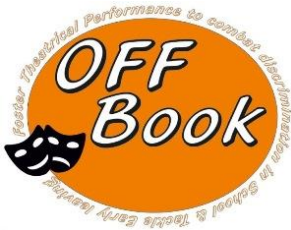
Experiential learning offers information and tools which help students understand cognitive concepts and processes, enabling interaction among practitioner, teacher and the group.

### Experiential learning process:

The model suggested by D. Kolb consists of a sequence made up of 4 stages which cyclically repeat.

Starting from a concrete experience (either a group one or an individual one) which may be connected to emotions, feelings, observations, the students build up an image of that experience.

- The first stage – the student decodes the image of the experience by reflexive observation, having in mind questions like: „What happened?“, „Which are the results?“
- The second stage – the experience becomes abstract. At this stage the student already has theories, but there appear solutions to the problems due to lateral thinking about the matter. The student usually draws upon questions like: „What do these results mean?“, „What influences the result?“, „How have I influenced the results?“. At this stage, the matter is more profoundly understood.



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- The third stage – after building up ideas and solutions connected to the concrete experience, this step consists of placing the learning in a practical stage which will generate improved future actions.
- The fourth stage – it involves following out the ideas and the solutions found in the previous stages, this leading to a new experience which will carry on with the cycles of the experiential learning.

In conclusion, experiential learning is represented in the form of a cycle, with four stages – Experience/Exploration, Observation/Reflection, Abstract conceptualization, Active experimentation



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