



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

DESCRIPTIVE TAB N° 4

THEATRE AND RADIO

General Purpose

The general purpose of this activity is to integrate elements of audio expression in a given situation. The radio, having no image, generates the possibility that the listener imagines a storyline, developing thus imagination and shaping the students' character. Also:

- To encourage creativity
- To develop storytelling and to get rid of emotions
- To cooperate in group work knowing that the group depends on each student and encourage each one too.

Challenges To Be Addressed

Through this activity, students will acquire self confidence; they will trust the other peers more; they will communicate within the group. As it is easier to interfere with an onomatopoeic sound than with a sentence, the shy students will overcome their reluctance to speak but instead they will express themselves through non human sounds. Working together without words will foster empathy, will erase judgmental thoughts or tendencies to judge the others.

Aims To Be Achieved

The main aims to achieve are:

- Detection of sounds and noises and sound effect creation by each participant;
- Students make an exercise of imagination and contribute to the story developing a sense of belonging to a group that accepts them;
- Students improvise individually and yet collectively;
- Another aim is to build and contribute to a dramatic scene that makes sense.

Exercise Procedure – The Students' Role

Step one:

The activity rules are set. The group is divided into two subgroups. One group is doing the activity of making sense of a story through sounds.

The second group is observing and describing what is happening.

The action takes place at night. The retelling of the plot requires a lot of onomatopoeia sounds or the imitation of objects sound (doors opening, objects falling with a thud, banging of benches, steps, crumpled paper, yawning, laughter, the wind, steps etc) or animals making sounds.

Step two:

The students intervene in the simple storyline at the moment their imagination tells them what to do, always without speaking.

The first group build up a story with sounds and noises.

In the meantime, the second group describe what is happening trying to build up a story.

As a must in the theatre laboratories, students must feel at ease for the activity to be successful.



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Time
15 - 20 minutes

Laboratory Phase				
Phase 1 knowledge	Phase 2 Integration	Phase 3 Deconstructing	Phase 4 Positive relationship building	Phase 5 Performance elaboration
X	X		X	X

Group Size
One or two groups of 10 students each; it depends how the activity is developed

The Leader's Role
<p>The leader sets up rules.</p> <p>The leader starts the story with an introductory sentence that will be followed by the students' sound.</p> <p>The leader ensures a safe, carefree space for the students to develop this activity.</p>

Setting
Indoors, in an empty room.

Equipment Needed
No particular equipment needed.

Safety
The teacher clears the surface of dangerous objects.

Possible Mistakes
The development of the storyline through onomatopoeia, animal and object sounds may get confusing and, at that point the teacher will clear the situation. The teacher's role in that moment is not necessarily to go back to the initial storyline, but to ensure that situation is clear and can continue. If the storyline is too entangled, another story can be set.

Final Debriefing
<ul style="list-style-type: none"> • When making that sound, did you have in mind a continuation from the part of your mates? • Can you tell the story as you understand it? • Did you intervene as many times as you felt to?