

Science view

Learning Science Through Theater

Experiential exercises for theatrical teams

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LEARNING SCIENCE
THROUGH THEATER

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Μαθαίνοντας
Επιστήμη
μέσα από το
Θέατρο



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FOR THEATRICAL TEAMS**

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Science View, the Greek Association of Science Journalists and Science Writers is based in Athens and is a member of European Union of Science Journalists Association (EUSJA).

Science View aims to support and disseminate science journalism in Greece, while also promoting a wealth of science communication activities.

These activities include video productions and scientific documentaries, science journalism seminars, and science education workshops.

In addition, Science View organizes educational activities, conferences and events, creates printed and electronic publications, newsletters, web sites, web-based information portals etc.

<http://www.scienceview.gr/?lang=en>



Experiential exercises for theatrical teams

Coordination – Team bonding – Embodied engagement – Performing concepts – Improvisation

Things to consider:

- *Pin down the space in which students will act and move*
- *Set control signals for the moderator*
- *At each start of workshop, the team is grouped in a circle. This enables everyone to their peers being able at the same time to communicate and express with verbal and nonverbal ways*

1. Coordination (space and time perception)

- ***Exercise 1:*** Students begin to move around under the instruction to continuously fill the gaps in space, without falling on each other. The moderator can stop the action and make corrections so that the space is always covered. As the group moves, the moderator gives the pace with the signal (1 → slow walking, 2 → faster ...)
- ***Exercise 2:*** The students gather in a circle and the moderator gives the instruction to choose a friend and an enemy but without letting them know. With his signal they start moving, trying to keep themselves constantly in between their enemy and their friend.
→ Variation: Everyone moves in the space making sure they always keep an equal distance from two other peers.
- ***Exercise 3:*** Students memorize the order of the rhythm to follow (eg 0-1-3-4-2-0) and should coordinate the movement on their own: when someone changes the pace, the others should follow as coordinated as possible, otherwise the person who unsuccessfully tried to lead the change should return to the previous rhythm and the team follow someone else.
- ***Exercise 4:*** Students gather seated in a circle, and the moderator gives a rhythm by clapping. Everyone joins and should be coordinated to sound like one, producing sound with whichever part of their body they want. The moderator then shows the rhythm and the sound begins to travel in the circle (coordinated, like clock beats)

2. Team bonding (getting accustomed to peers)

- **Exercise 1:** Students form a circle and are held by hand. They start saying their names one by one until they've all been introduced. Then they continue, but this time introducing their peer next to them.
- **Exercise 2:** Students move around. With the co-moderator's sign, everyone catches his closest peer and they introduce themselves. With the next signal they continue to move and repeat again after each signal.
- **Exercise 3:** The moderator instructs the students to choose one who they could love (develop good relationships) and with the signal they try to catch him.
- **Exercise 4:** Students move around and every time the moderator says a number, they have to form as quickly as possible teams with so many people in each. Exercise ends with number 2 to make couples
- **Exercise 5:** Students in pairs stand facing each other. One will make various moves and expressions and the other should mimic his looks in the mirror. The roles change after a while, but in the end in the end as they have to be coordinated so that each time someone takes the initiative of moving the other follows.
- **Exercise 6:** Students form 2 queues and the first one will be the driver, while the rest will have their eyes closed touching their front peer on the shoulder. Drivers will be leading the queue, taking care not to fall anywhere.
- **Exercise 7:** Pendulum of Confidence: Students are divided into groups of three, one of which will take on the role of the pendulum and the other two will give the impetus. To perform the Exercise, the student / pendulum is standing between the two with eyes closed and tilts alternately back and forth with the impetus they will give. In the next stage, the pendulum teams gather in a series and try to find the same rhythm to perform the exercise perfectly coordinated.

3. Embodied engagement (emotions, face expressions, movements)

- **Exercise 1:** When students meet someone as they move, they greet (or goodmorning / goodnight) each time expressing different emotions (anger, regret, joy, love, etc.)
- **Exercise 2:** Students are divided into sculptors and statues. The statues remain immobile in an "out-of-the-ordinary" posture and the sculptor is called upon to make his intervention so that the sculpture expresses a feeling. Then they will present their sculptures and the other sculptors will have to recognize the feelings. Then roles will change.

- **Exercise 3:** Students are divided into 2 teams to enact a basketball match (they can also choose the role of the spectator, coach, basketball player ...) once at a fast pace, and once in slow motion.

4. Performing concepts

- **Exercise 1:** Students are divided into groups (of three) and must represent a flower (static image), but without talking to each other when they prepare it.
 - Variation 1: In groups (of five) students will represent an image of car with an angry driver but without talking to each other when they prepare it.
 - Variation 2: Students are divided into 2 groups that each will create a dynamic snapshot of a dramatic series

5. Improvising

- **Exercise 1:** Students will have to think of a word that rhymes with their name, as well as a representation about it. They will all come together in a circle and begin to introduce themselves, each time saying their name and the rhyme while enacting the representation they thought.
- **Exercise 2:** Students move around. The moderator gives a signal and every time everyone changes their walking pace (they do not have to follow all the same pace)
 - Variation: With each coordinator's signal, students change pace and direction.
 - Variation: In every moderator's signal the students change pace, direction and height.
 - Variation: With the moderator's mark, students begin to imitate an animal.
- **Exercise 3:** The story: students are divided into groups and are given a big paper to write. Each time they complete an Exercise they will give it to the next team
 - Choose a scientific subject
 - Write a question of interest / curiosity about this topic
 - Make a short story about it.
 Finally, the group in which the final scenario ends should think and perform (dramatically) 3 static images: one from the beginning of the story, one from the middle (about) and one from the end.



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