

SHADOW THEATRE GIVING LIFE TO PERSONAL OR FAMILY STORIES

Playing with shadow theatre allows us to enjoy its magic; it is where light and shadow develop a dialogue. But above all, shadow theatre is a technique that allows us to express ourselves and act without being seen.

Objectives

- To recognise, share and learn about one's own experience as an allophone.
- To express and communicate through non-verbal body language and visual arts.
- To help externalise feelings and experiences.

Activities

1. We walk on a scale of 1-10 (1: the slowest, 10: the quickest).

We say “good morning” in different ways & emotions (e.g. joy, surprise, excitement, anger, etc.). Group members suggest some other ways and the group follows. We also suggest “good morning” in different languages.

2. *Getting to know each other:*

Everyone says his/her name and one (1) word (noun or adjective) starting from the letter of his/her name to illuminate a positive aspect of himself/herself.

3. “Everyone who”:

The group sits in a circle of chairs, except of one participant, who remains in the middle, standing, without a chair. The one in the middle proposes something/a sentence/feature that applies to him/her, for example: “Everyone who has long hair”, “Everyone who has 2 brothers and/or sisters” etc.

All the members of the group who fulfil the given condition/feature have to get up and quickly find a new empty chair (it is not allowed to go to the adjacent ones) and in turn the person who is in the centre tries to sit down. Thus, this process creates a new participant in the centre (the last who will not find an empty chair to sit), who will repeat the phrase “Everyone who” and add a new proposal that applies or defines him/her.

In the final part of the game the facilitator(s) try to stay in the centre and propose specific features in order to open a discussion

I
introductory
sessions

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Working

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in-depth
sessions

with the group about the themes of immigration and allophone students that we examine, i.e: “Everyone who speaks another mother tongue”, “Everyone who has an ancestor who speaks/used to speak another mother tongue”.

4. “Hot-Seating” in small groups:

The participants, working as themselves or in role, have the opportunity to question or interview the children who have changed places in the last two questions of the previous exercise, meaning the children who speak another mother tongue or has ancestor who does.

Through ‘Questions & Answers’ the children share and explore personal stories.

5. “Still image”:

In the same small groups the participants are asked to create 5 Still Images in order to narrate one of the stories that has been shared or a new devised story based on different element of these stories.

There might be combined some extras drama techniques/conventions for the dynamization of the images such as inner monologue, title, flash back, slow motion etc. (See Appendix “Image Theatre”).

6. Each final story is proposed to be presented to the other participants through shadow theatre (See Appendix “Shadow Theatre”).

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