

Compagnie 3.42



TOOL BOX

for inclusion, diversity, education and art



*The I.D.E.A
Theater for Inclusion, Diversity, Education & Art*



Intro

Theater is a mediation means which is conducive to creating bonds and ties among people. The thespian practice favors meeting people and develops social skills which encourage inclusion. The individuals learn to express themselves better and be better off with their own body.

In the field of the non-formal education and the youth, theater is a catalyst factor as regards developing competences and promoting the young people's social inclusion. As a matter of fact, given that young people with special needs and some form of handicap are often given less opportunities and get into a state of exclusion from social life, reducing thus their social skills, it is the theater which can offer them broader opportunities to express their wises.

During the training course: "The I.D.E.A Theater for Inclusion, Diversity, Education & Art" which took place in Lefkada, Greece in January 2019, 27 youth workers and educators practiced and shared experience on this topic, they developed their "soft skills" and created this tool as a result of their work.

This theatrical practices, non formal exercises and not just may prove to be all to efficient for the young people's educators, mainly those working with refugees, immigrants, young people living in unprivileged areas and/or young people with special needs. Theses practices are alternative methods to promote the social inclusion of those young people with difficult and precarious lifestyle(or: background).

This technical and educational tool, proposes and aims to multiply innovative non formal educational methods based on the theater and interactive activities which overall aim is the inclusion of the youths.



Activities for Children



TARGET GROUP: Children to 5 to 11.

We find that there are a lot of differences between these ages, because in general the children that are 5 years old to 7, have different needs because they are in the process of only focus on their selves, they are trying to understand the things that occurred in their little circle of life and it is difficult to them to understand big dynamics. This is why the activities may be really flexibility and the youth worker should be really prepared to change the activities if they aren't working. In this ages the leaders have to be always present to moderate the group and make a safe place to them.

For the kids to 8 to 11 it is easier to understand dynamic about big groups because their way to understand the world is getting bigger and they focus more on the outside world (friends, family, hobbies), but we have to have the same flexibility with them.

The best is to do games who don't really need a big explication because when they start to don't understand they feel lost and start to don't punt attention on the game.

We have to be really careful putting a lot of limits, because when the kids respect you because you're being authority they don't enjoy the game really. If you try to say them the message in the positive way, explain everything to them (why we can't run with scissors, why we don't have to kick anyone...).

We must explain everything to them, it takes more time but it is the easy way to create a real connection between the group and between the leaders.



BANG GAME

Title of the activity: BANG GAME

Aim/Objectives of the Activity: To learn the name of the participants.

Target group: to 5 to 11 years old (this game works with all the ages)

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 1

Estimated time (duration): 10-15 minutes depending on the number of participants.

Technique/method (methodology) used: Memory/Name game

Instructions (for facilitator of the activity and for the participant):

The facilitator starts to explain to the group that they should say one by one their names. The participants should stay in a circle. After repeating several times the names of the participant, the game can start.

At the beginning the youthworker stays in the middle of the circle in the role of the "banger".

The task of the "banger" is to point at a person in the circle. This person should go down and the participants who are in the left and in the right must say the name of the other person.

EXAMPLE: youthworker point at me, I have to get down and Maria is in my right, and Antonio is in my left. They must look to each other and Maria have to say the name of Antonio and Antonio have to say Maria.

The first one who says the name is the one who wins and still in the game, and the one who loses have to sit down and don't play anymore.

Another version can be that the person who loses should go to the middle and have to acquire the role of "banger"

Skills and competences can be acquired: Memory, coordination, reflection, attention.

Challenges and difficulties that may occur: It can be difficult for the group to understand when they have to go down. The leader should put attention and say them that they must sit down to make everything fluent and easier.

If the leader noticed that the group is confused because the game is in the final part and there are a lot of people sit down, the leader should help them point at the person who they have to say the name.

WOLF GAME

Title of the activity: Wolf Game

Aim/Objectives of the Activity: Team Building

Target group: Age 5 to 11 (but you can play with all the ages)

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 2-3

Estimated time (duration): 15 minutes (depending how many people are taking part of the activity. Minimum 6 participants.

Technique/method (methodology) used: Body expression

Instructions (for facilitator of the activity and for the participant):

Cast: Wolf, tree and sheep.

At the beginning everyone is a tree and have to put the hands in a circle to look like a tree, exception for two persons who are playing.

For the beginning of the activity, the youth worker should take the role of wolf to make an example for the group. She/he may ask someone of the group to volunteer for the role of the sheep. The rest of the participant should imitate the tree. The “tree” participants can randomly choose their places(it’s not recommended to stay in a circle). The mission of the wolf is to catch the sheep... if the wolf catch the sheep they change their roles(the sheep becomes wolf and the wolf becomes sheep). If the sheep run away and find a tree, the tree converts in to the wolf and the person who was playing the role of the wolf becomes a sheep. All the participants should play their role continuously, like if I am the wolf I have to run with open arms howling ‘auuuuu’ meanwhile I am trying to catch the sheep who is doing “beeee” and running away.

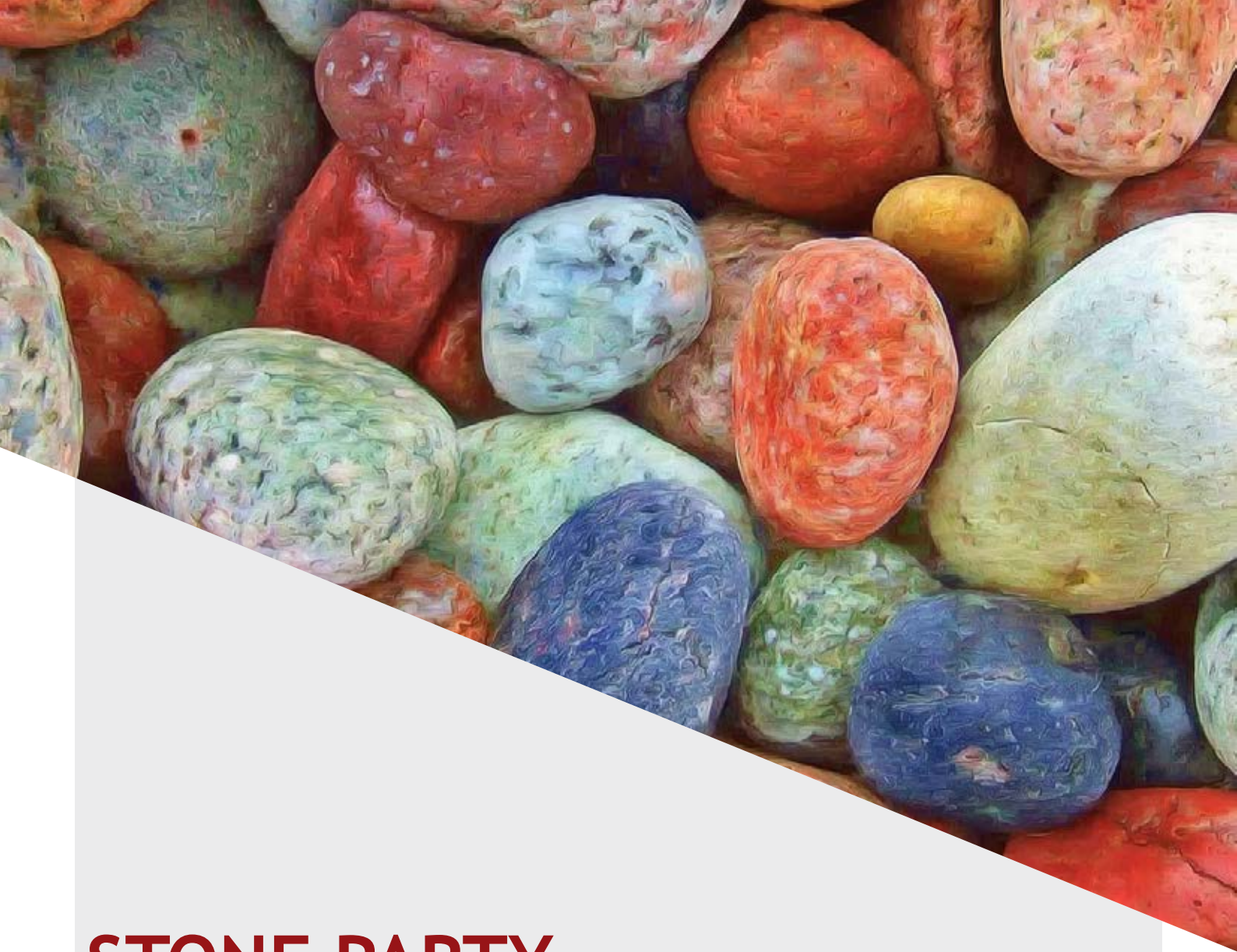
Skills and competences can be acquired:

Psychomotricity.

Challenges and difficulties that may occur:

If the target group it’s too young, it can be that they don’t understand the dynamic of the changes of the roll, to solve this problem the youth worker have to put a lot of attention and remember the dynamic all the time for make this easy to the rest.





STONE PARTY

Title of the activity: STONE PARTY.

Aim/Objectives of the Activity: stimulate the attention, dance

Target group: 5 to 11 (all the ages can play)

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 2

Estimated time (duration): 15-20 minutes

Technique/method (methodology) used: Music game

Instructions (for facilitator of the activity and for the participant):

The youth worker put music and the children have to dance. Children should feel the music and dance with the rhythm of each kind of music. We should an appropriate music that stimulated the dancing. When the music stop, the participants have to stop and froze the movements. If somebody move any part of their body, the leader should point at him/her and the leader changes for him/her. Now the dynamics is going to be repeated, the music starts and when the leader stop the music, the participants should stop the dancing and the movements.

Skills and competences can be acquired: rhythm, coordination, psychomotricity

Challenges and difficulties that may occur: The group could be ashamed of dancing, we can solved if we start dancing and they repeat our dancing.

RECYCLING PUPPETS

Title of the activity: RECICLYNG PUPPETS

Aim/Objectives of the Activity: recycling, stimulated the imagination, act

Target group: 5 to 11 (all the ages can play)

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 3

Estimated time (duration): 1.5 h

Technique/method (methodology) used: Puppets

Instructions (for facilitator of the activity and for the participant):

The participants should bring some materials (plastic bottles, old clothes, old newspapers, bricks...) in order to do the puppets recycling this material. We don't have to buy special object, the aim is to use the old's material whose we can give them another use. The imagination of the children for doing the puppets is essential. We can create a story together using our own puppets. They should participated in an active way choosing the characters, the story and also the puppets that is going to be created by them. They can representate the puppets theatre at the end.

Skills and competences can be acquired: artistic competences , imagination, small psychomotricity

Challenges and difficulties that may occur: The group of children should be leadered by a educator who can guide them if they have problem meanwhile they are creating the story or making the puppets.



Activities for **Youth**



PRESENTING EACH OTHER

1. Presentation as another person

Aim: To enhance empathy

Learning (e.g. skills): Empathy

TG: 13+ years, 8 to 20 people

Level of exercise: 2

Estimated time: 2 minutes per participant

Technique/method: introducing someone else through theatre

Potential challenges: Introduction can be potentially offensive, it is possible to have misunderstandings, different understanding of words, etc.

Instructions:

The group forms a circle. Then, one by one everybody presents the neighbour on their right hand side in the circle by talking about his or hers good aspects. The order of presentation might be different depending on the group's preferences.

VOCAL EXERCISE

Aim: To increase voice self-awareness

Learning (e.g. skills): voice awareness and skills related to changing vocal intonation

TG: 13+ years, 8 to 20 people

Level of exercise: 4

Estimated time: 5 minutes per participant

Technique/method: storytelling using vocal intonation

Potential challenges: Shyness to use the voice in front of other people

Instructions:

- 1) The instructor explains the nature of the exercises using examples
- 2) The group practices using those examples
- 2) The participants are given two minutes to think about some story they will present afterwards
- 3) The participants then present their story in an attractive way using all possible positions of vocal intonation. The people observing the person performing the exercise should then try to guess the different emotions which were expressed using the different intonations.



ORACLE

Aim: Team building, team work

Learning (e.g. skills): Trust, team work, creativity, quick thinking, adaptability

TG: 13+ years, 8 to 20 people

Level of exercise: 4

Estimated time: 10 to 20 minutes depending on the group size

Technique/method: Improvisational Theatre

Potential challenges: The participants could get blocked and struggle to find suitable words

Instructions:

Four people form the oracle and the others are the crowd. The crowd has to ask the oracle a question about the future. The oracle has to reply by making a sentence (or few sentences) using one word per person. The closing sentence to finish the prediction is: "The oracle has spoken". After answering a few questions, the people from the oracle switch with people from the crowd and so on.

THE SMELLY BENCH

Aim: Team building, character development, quick thinking, interaction with another person

Learning (e.g. skills): Trust, team work, creativity, quick thinking, adaptability

TG: 13+ years, 5 to 20 people

Level of exercise: 3

Estimated time: 5 to 15 minutes depending on the group size

Technique/method: Improvisational Theatre

Potential challenges: The participants may be shy at first. It may take time for them to get used to the activity/game and be more active.

Instructions:

- 1) Build a bench from existing objects, for example chairs.
- 2) Everybody thinks of a character they want to be. The main aim of the game is chasing the person sitting on the bench away from the bench, using your character's specific traits.
- 3) It is recommended for the instructor to give an example first.
- 4) The game starts with one person sitting on the "bench", playing their character. Then another person from the group comes to the bench and tries to chase the first person away with his/her own character (for example too energetic, carrying something with a bad smell, etc.). When the first person leaves the bench another person comes to chase the second person away again being in character. The game continues in the following manner until everybody from the group has had their turn.



YOU-ME GAME

Aim: Theatre warm up. Encourages participants to show different emotions

Learning (e.g. skills): Team work, creativity, quick thinking, adaptability, acting skills

TG: 13+ years, 5 to 20 people

Level of exercise: 1

Estimated time: 10 to 20 minutes depending on the group size

Technique/method: Theatre warm up

Potential challenges: The participants may be shy at first. It may take time for them to get used to the activity and be more active.

Instructions:

- 1) The group forms a circle.
- 2) Participant "A" points at participant "B" saying "You!".
- 3) Participant "B" answers "Me?".
- 4) Participant "A" replies "Yes, you!".
- 5) Participant "B" answers "No, not me. You!" and at the same time points at another participant ("C") and the game goes on.
- 6) The group leader should encourage the participants to try out different emotions (anger, happiness, sadness, etc.) which may comprise different rounds of the activity. In the last round emotions can be mixed.

Activities for **Immigrants and refugees**



INTRODUCTION CIRCLE

Title of the activity: Introduction Circle (3 stages)

Aim/Objectives of the Activity: Get to know each other, create comfort within the group

Target group:

Refugees/Immigrants

Age: 15+

Number of people: 7 - 25

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 1

Estimated time (duration): 15min - 25min

Technique/method (methodology) used: Social and Community theater

Instructions (for facilitator of the activity and for the participant):

The participants have to stand in a circle (TF included).

1. TF begins by saying “I am” in his/her native language, followed by their name, a gesture and his/her country. (e.g. “Ich heiÙe Alex.” *gesture move* “Austria”). One at a time everyone will present herself/himself in their mother tongue.

2. TF throws a physical (or invisible) ball to a participant and calls his/her name. They catch the ball and throw it to another participant. Repeat until everyone has participated at least once.

3. A borderless world map gets projected on the floor (projector required). One by one people will place themselves onto the spot where their country is projected/located. The person keeps standing there until everyone stands on the map. When the person gets to his/her country then the participants will guess which country it is. Repeat until everyone is standing on the map.

Repeat the exercise until the people are comfortable.

Skills and competences can be acquired: Group dynamic, communication skills, geography.

Challenges and difficulties that may occur: People might be hesitant, uncomfortable, shy, unwilling to participate. Language barrier, miscommunication, misinterpretation (be prepared to make some changes along the way). Be prepared to help people to find their country in the map (Geography knowledge). As a TF you should lead by example and therefore when saying your name have an open body language and a clear and slow pronunciation in order to avoid misunderstandings with the names.



HUMAN ORCHESTRA

Title of the activity: Human orchestra

Aim/Objectives of the Activity: Energizer, teambuilding, amusement

Target group: Refugees/Immigrants

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 1

Estimated time (duration): 10min - 15min

Technique/method (methodology) used: Musical / Dance

Instructions (for facilitator of the activity and for the participant):

Place the participants sitting down in a circle (TF* included)

First round (rhythm): The TF starts by making a rhythm with a drum play using any part of the body (e.g. clapping). One by one all the participants will repeat the rhythm (or add to the existent rhythm). The aim is to create a rhythmic base for the orchestra.

Second round (melody): The TF adds sounds to the “human orchestra” (e.g. whistling). One by one all the participants will do the same. Both rhythm and melody should be played at the same time.

Third round (dance): To complete the wonderful orchestra the TF can add dancing as a third element. The participants should feel comfortable to express/dance/move freely. It is important that the TF has the capacity to comprehend whether the group is willing to participate in this round. Attention, the orchestra needs to continue.

Skills and competences can be acquired: Musical and teamwork skills.

Challenges and difficulties that may occur: Due to different cultures, perspectives, backgrounds there is the risk to cause uncomfortable and offending situations (e.g. dancing, touching. Be aware of personal space).

IMPRO

Title of the activity: Impro

Aim/Objectives of the Activity: share feelings, play with initial embarrassment, transform embarrassment in funny situations, play with emotions and intentions.

Target group:

Immigrant/refugees

Age: 15+

Number of participants: 7 - 25

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 2

Estimated time (duration): 20 - 40 minutes

Technique/method (methodology) used: Impro Theatre

Instructions (for facilitator of the activity and for the participant):

TF chooses one participant to demonstrate the exercise. Both stand or sit side by side showing embarrassment; each one of them should try to look in the eyes of the other, but once eye contact is established, they will pretend they are too embarrassed and look away.

The aim of this activity is sharing embarrassment in a pleasant way and bring about good humour/laughs in the group.

Two by two, the participants that feel comfortable to do so, will repeat the impro.

If the entire group feels comfortable with this exercise, the TF can move to a more complex exercise.

Again, two participants, each one chooses one word in their common or native language (e.g. "apple", "airplane", "mochila" ...) and an intention/emotion to begin a "conversation" with the other only using that word. The task is to change intentions as the dialogue flows whilst keeping the word chosen.

In couples, the participants that feel comfortable to do so, will repeat the exercise.

Skills and competences can be acquired: emotional openness to unknown people, emotional intelligence, self-trust, starting to learn the common language, team building, develop basic impro theatre skills, perform in front of an audience.

Challenges and difficulties that may occur: some participants may not feel confident enough to perform in front of the group. Regardless, the trainer should still make sure that the participants still join the group reacting at the other performances. When knowledge of the common language is inexistent or poor, it might be hard to explain the exercise to the participants. Although this challenge can be mitigated by showing an example instead of just explaining the activity.





MI HAI SALVATO (you saved me)

Title of the activity: Mi hai salvato (You saved me)

Aim/Objectives of the Activity: share feelings profoundly, trust the other, show emotions, create an emotional connection in the group.

Target group:

Immigrant/refugees

Age: 15+

Number of participants: 7 - 25

Level of the exercise (from 1-5, where 5 represents the hardest level while 1 fits for the easiest activity): 5

Estimated time (duration): 25 - 30 minutes

Technique/method (methodology) used: Emotional openness

Instructions (for facilitator of the activity and for the participant): The group (TF included) sit in circle listening to relaxing music in the background, in soft lightening (if possible).

The participants begin looking for eye contact with other people until they find someone who they connect with. The pair that feels connected can naturally stand up, without losing eye contact, and walk towards each other.

The participants can stop in the middle of the circle whenever they feel the appropriate distance to keep between themselves as they will be free to demonstrate the connection in the most respectful way (e.g: hug, cry, simply smile staring in the eyes, laugh, holding hands...)

Then they will return to their seat in the circle and another pair will follow. The exercise continue until the TF thinks it is appropriate.

Skills and competences can be acquired: trust, emotional intelligence, empathy, respect for the other people in the group.

Challenges and difficulties that may occur: People may not feel confident enough to show their true feelings at the first group meeting or a person could feel excluded if they do not connect with anyone in the group. In this case, TF must make sure that everyone connects at least with one other person (TF included).

Activities for People with disabilities



LAUGH GAME

Laugh game (10-15 min)

Target group: This activity can fit all the people with various types of mental and physical disabilities.

Objective: To facilitate the communication and interaction among the people with the various types of disabilities. To make them feel more comfortable in an unfamiliar group or/and environment. Team-building activity. Strengthens relations between the participants.

Level of difficulty: 2 (Basic experience is needed).

Technique: Laughter therapy.

Instructions: this activity includes 3 main stages.

First of all, all the participants should stand near each other in order to form a circle and follow the facilitator's instructions. Then the next algorithm can be used:

1. Increasing breathing (from regular inhalations to the deep) (1 min);
2. Gradually making laugh sounds using voice and rhythm from the silent to loud one; (2 min)
3. Add movements. For example, the laugh may increase/decrease regarding the distance between the hands of facilitator (the bigger distance the louder laugh and vice versa); Improve the movements. Continue with the laugh and different movements. Adapt accordingly to the situation. (10 min)
4. Finish the activity by gradual decrease of the laugh level to minimum. Say "Bravo" and applause.

Note: in attachment there is video which demonstrate the technique.

Requirements: one facilitator familiar with the laughing yoga technique.

In case with people with mental disabilities the specialist familiar with the group is needed.

Skills and competences gained: Overall increase inclusion and integration inside the group.

Problems and difficulties: Some people (especially with mental disabilities) may not be willing to cooperate and interact with the group. It may be complicate to approach the inhomogeneous group (people with different diseases) (significant experience is needed).

FROZEN LIFE

Frozen life pictures (>30 minutes)

Target group: This activity can fit all the people with various types of mental and physical disabilities.

Objective: To facilitate the communication and interaction among the people with the various types of disabilities. To make them feel more comfortable in an unfamiliar group or/and environment. Team-building activity.

Level of difficulty: 4 (Significant theater experience is needed).

Technique: Movement theater.

Instructions:

1. Divide the big group to the small team of 4-5 individuals.
2. Let each group to pick the topic for creating the theatrical form of “frozen picture”
3. Let them create the “frozen picture” using their bodies (frozen picture - using the pantomime technique participants presenting the story without movement)
4. Create an another picture which continue the previous “story”. (preferably to make smooth movement transition between the pictures)
5. The quantity of the pictures may vary from 5 to 20.

Note: in attachment there is video which demonstrate the technique.

Requirements: We can use various items which are available. However, items are nor necessary required.

In case with people with mental disabilities the specialist familiar with the group is required.

Skills and competences gained: Developing of the creative thinking process, team-building. Building trust in group. Good as a physical activity as well.

Overall increase inclusion and integration inside the group.

Problems and difficulties: Some people (especially with mental disabilities) may not be willing to cooperate and interact with the group. It may be complicate to approach the inhomogeneous group (people with different diseases) (significant experience is needed).



CONTACT IMPROVISATION

Contact improvisation (20 min)

Target group: This activity can fit all the people with various types of physical disabilities. (May be not appropriate for some people with mental issues)

Objective: To facilitate the communication and interaction among the people with the various types of disabilities. Team-building activity. Strengthens relations between the participants. Increasing the body awareness.

Level of difficulty: 4 (Significant theater experience is needed).

Technique: Contact improvisation;

Instructions:

1. People stand in couples one in front of the other touching each other only with the index finger.
2. They start moving together simultaneously without losing body contact in, at least, one point.

Note: in attachment there is video which demonstrate the technique.

Requirements: Chilling music.

Skills/Competences: Developing of the creative thinking process, team-building. Building trust in group. Good as a physical activity as well.

Overall increase inclusion and integration inside the group.

Problems and difficulties: Some people (especially with mental disabilities) may not be willing to cooperate and interact with the group. It may be complicate to approach the inhomogeneous group (people with different diseases) (significant experience is needed).





MUSIC GAME

Music Game (20-30 minutes)

Target group: This activity can fit all the people with various types of physical and mental disabilities.

Objective: To facilitate the communication and interaction among the people with the various types of disabilities. Team-building activity. Strengthens relations between the participants.

Level of difficulty: 1 (experience not needed).

Technique: Rhythm and voice usage.

Instructions:

1. People stand in the circle in a relaxed way.
2. The facilitator starts creating the sound or rhythm using his body.
3. The participants include themselves to the music creation, one by one.
4. All the participants improvise and create the music in various ways.
5. Applause.

Note: in attachment there is video which demonstrate the technique.

Requirements: Musical instruments can be used. However not required.

Skills/Competences: Developing of the creative thinking process, team-building. Building trust in group. Good as a physical activity as well. Increase the feeling of the music.

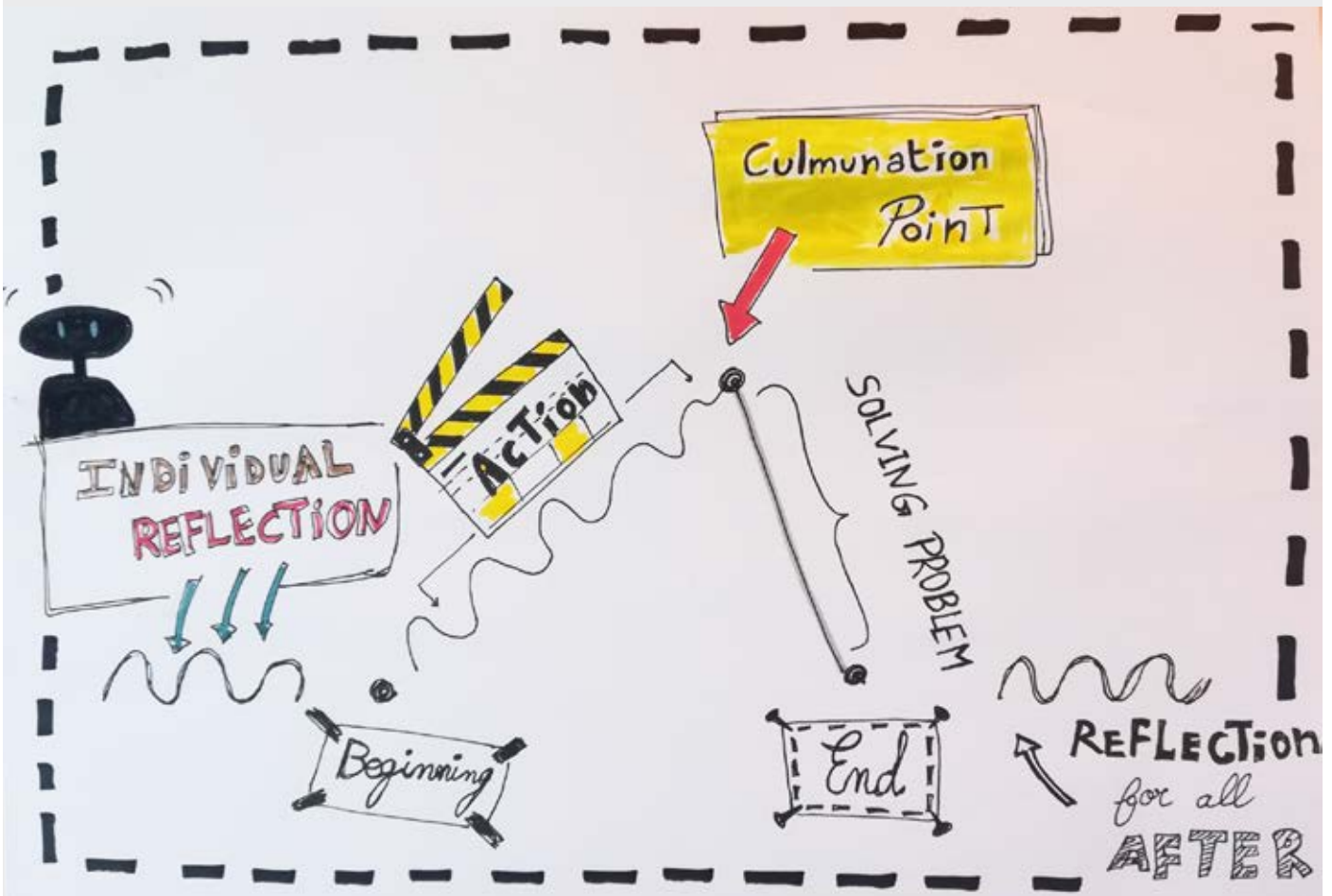
Overall increase inclusion and integration inside the group.

Problems and difficulties: Some people (especially with mental disabilities) may not be willing to cooperate and interact with the group. It may be complicate to approach the inhomogeneous group (people with different diseases) (significant experience is needed).

Basic informations about creating
THEATER AND THE PLAY

1. The construction of the performance

- Individual reflection
- Action - adventures
- Climax
- Troubleshooting - solving problems
- The End
- Reflection for everyone



2. Four aspects of theatrical space

HUMAN - is the basic and most important value in the theater. He creates a theater, it contains all the emotions and actions that he gives to the viewer.

ITEM - an element of stage space that interacts with the actor. It is any object but also a costume that can be used as a prop (it can change like any object), can have many senses and meaning.

SPACE (given space - which kind of it is) - is an imaginary area in which the actor acts alone or with a partner. For example, Man and a boat at sea, a man in a forest, a man in the desert, a man in a room, etc.

LIGHT - creates a climate for individual scenes - parts of a show, changes the meaning of scenes, changes the meaning of words, creates an atmosphere. For example, semi-darkness - horror, sadness, bright light - day, self-importance, etc.

3. Theaterical proxemic - distances

DISTANCE DISTANCE - it's very close contact between playing actors, about 30 cm. Remember not to blur the image that the public must read. It contains visual and physical contact

INDIVIDUAL DISTANCE - a close contact, approx. 50 cm, "at your fingertips". It also contains physical and visual contact.

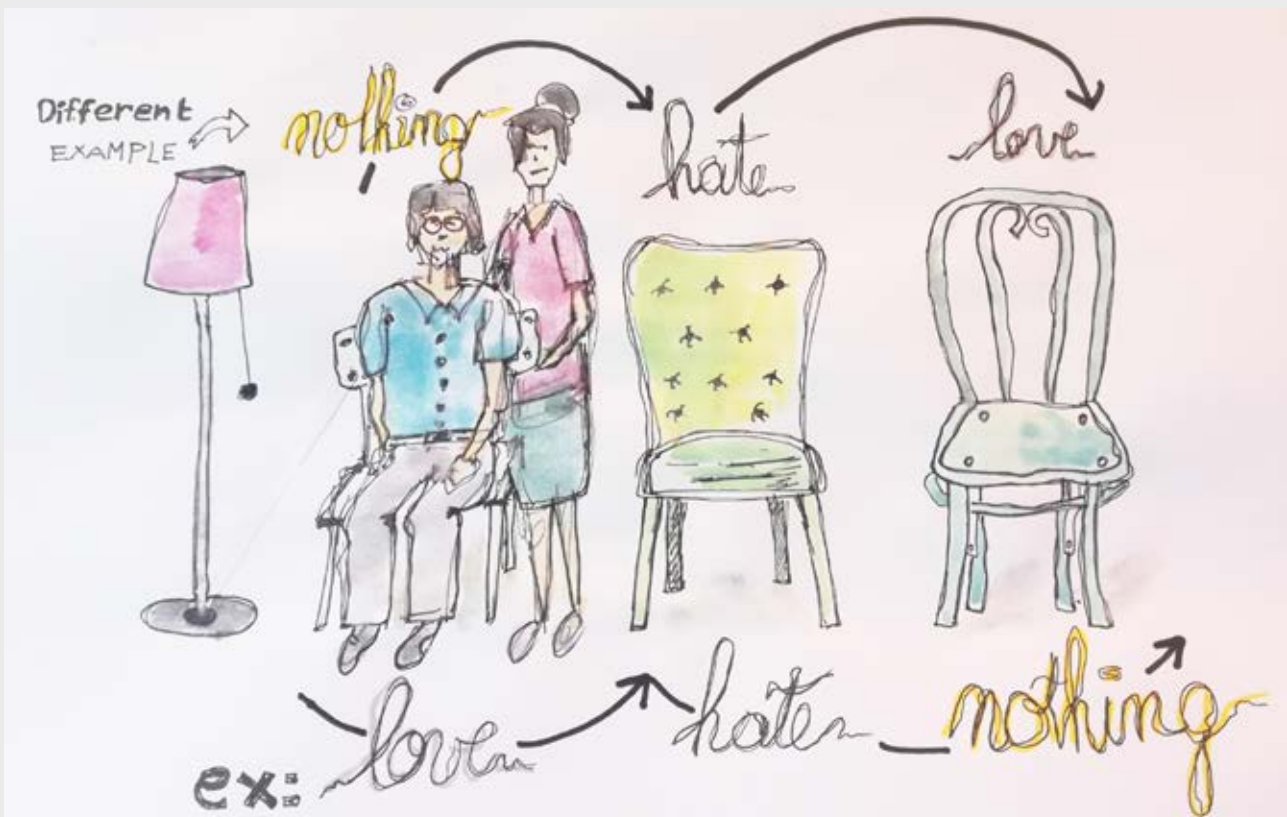
SOCIAL DISTANCE - is the distance between humans, up to 3 m. It can be reduced and enlarged. This relationship between eg parents - child, teacher - student, etc.

PUBLIC DISTANCE - can refer to a group of people who know each other or do not, transfer communication to space, speech, open gatherings, etc.

4. Sample exercises

THE WALL

THE WALL - the participants stand showing the the back except one person. The alone person is the one who has constantly changing the tone, volume and intentions of the speech, repeating one word, till that everyone will turn to that person ahead. The aim of the exercise is to "reach out" individually to each of them. Individual reception.



THREE CHAIRS

THREE CHAIRS - each of the chairs is called an emotion. The participant must move smoothly from one chair to another while changing emotions. In the next step of the exercise the second person behind the chair must do the same, but it is important that the emotions are not the same on the same chair.

JOURNEY WITH MUSIC

JOURNEY WITH MUSIC - a relaxing exercise. Participants lie on the floor listening to quiet music. The leader occasionally gently touches the person so that they feel safe and feel caring. After some time, they standing up gently with the rhythm of the music. Then everyone walks around the room, as if they were in space - Universe. Then they start to see other people as if they saw each other for the first time. Next they getting closer and hugs each other. Connection. Music helps in showing emotions.



Building a theater etude based on known stories

Any known story to all should be divided into maximum 5 parts. Select the most important sentences that represent the content. Place the action in a given space. For example, "A Little Redhood" - the part at home, the scene in the forest, the scene in the grandmother's house. All "cutting story" should not take more than at least 5 minutes. In this way, by eliminating the text it is possible to build a show or story without words - a theater of movement, a pantomime theater, a theater of imagination, a dance theater, etc.

What to pay attention to:

- stage and extra-stage sounds
- existing and non-existent people in the drama
- coming voice from under the stage
- minimization of scenography
- the possibility of being on stage but "non-existence" - the exit from the light
- keeping the public focused by addressing him (sight, word, gesture)

Working methods

Dramatic theater
Theater of improvisation
Puppet theater
Pantomime theater

Partners

COMPAGNIE 3.42

THE STARRY START OF TALENTS FOUNDATION

RAIDO

AJITER

MUNDUS

GAIN & SUSTAIN

INFORMAGIOAVANI

A.C.T.O.R

MONOPATIA ALLILEGIIS/SOLIDARITY TRACKS

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Lefkas, Greece

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