

Improvisation for All People

Re-establishing connection and empathy through play

Summary and Objective

The following is what will be presented in a one-day workshop (approximately 3 hours, best suited for grades 9-12)

The very first thing students will participate in is a failure bow. The failure bow is to create a safe space. The space is safe and **accepting** of failure. Failure is the most valuable learning tool there is because we cannot learn without it. Students will then play basic theater warm up games that exemplify connection through play. The connection is not just with others in the group, but with one's self.

For this workshop, each game will be followed by a discussion focusing on the experience of the students. Most students will think the games were "fun,," it is our job to ask them **why**. This will encourage students to share their thoughts and their experiences with others. As one shares, others share, too. As we continue to share our thoughts and experiences, we learn about everyone in our workshop. We understand how all people function a little better, even if the context is a "simple" theater warm-up. As our understanding of one another grows, our empathy grows with it. Through this sharing and these basic games, we are essentially learning empathy.

Workshop sample timeline

Introductions and Failure Bow - 15 minutes

After the teaching artist has introduced himself there will be a quick question asking the students what they think of when they think of improv/improvisation. Each student will then take turns doing the Failure Bow. Students will share their thoughts.

Games, games, games! 30-45 minutes

Name & Movement, Sounds & Movement, ZipZapZop Relay, Go, whoosh/bang/pow, Bunny Bunny,

As much as these games are fun, they are also incredibly useful in learning about one's self and others. Students will have a slightly different emphasis for each game.

(focus, concentration, energy, commitment, connection, trust) *QCC Standard - Acting*

14 - Applies artistic discipline in regard to self and in collaboration with others

15 - applies ensemble skills in group communication, focus and balance in improvisation

26 - Recognizes theatre arts as an effort to interpret and intensify experiences.

27 - uses life in understanding theatre and characterization, uses theatre to understand life

Respect for Self - 13.1 - commitment: being emotionally, physically, or intellectually bound to something

13.3 - Self control and virtue - exercising control over one's emotions and actions

15.3 - Cooperation: working with others for mutual benefit

Respect for Others -

11.3 courtesy and cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them.

Optional break if necessary

Play & Create! 30-45 minutes

Sound Ball, Clay/Model/Sculptor, walking & talking,

With Sound Ball & Clay/Model/Sculptor, students begin to use their bodies more and learn about trusting themselves and reconnecting with their sense of play. With

'walking & talking' students combine their creativity and play and begin to explore creating characters. *QCC Standard Acting- 2 - Uses improvisation with scripted and*

unscripted material to demonstrate character development

15 - applies ensemble skills in group communication, focus and balance in improvisation

Advanced Drama - 5 - Demonstrates effective use of voice in the dramatic process

Respect for Self - 13.1 - commitment: being emotionally, physically, or intellectually bound to something

Optional break if necessary

Connect & Create - 40 minutes

General subject conversations, Character Improv Blocks, Students will pair up and have conversations in front of the class. There will be a focus on listening. The exercise emphasizes that improvisation is very natural. Character Improv Blocks will have students improvising in character using the walking & talking game as a lead-in to their scene. The emphasis will be that through connecting and being playful, something will be created. *QCC standards- Acting- 2 - Uses improvisation with scripted and unscripted material to demonstrate character development*

Advanced Drama - 16 - Uses improvisation to explore dramatic concepts

Respect for Self - 13.1 - commitment: being emotionally, physically, or intellectually bound to something

Respect for Others - 12.1 Honesty - truthfulness in sincerity

Wrap Up / "Yes, Let's" 10-15 minutes

Students will all participate in a group game that will consist of everyone doing activities using spacework/pantomime. It's a very playful way to wrap up the day. *QCC Standards - Advanced drama - 2 - Develops control in using sensory and emotional recall as a means to create environments and situations.*

Follow - up

Email address will be provided to continue communication if workshop activities are used again, if there are any further questions, and/or if there is continued discussions in class.