

EXPECTATION & EXPERIENCE CARDS

THE FULL GUIDE

EXPECTATION & EXPERIENCE CARDS – THE FULL GUIDE

On the TEEN website, you can find the Expectation & Experience Cards integrated into the Pre- and Post-Performance Workshop Plans. However, we also want to share more information about them here including how to use them as a three-step process.

This material was originally developed by LMS (Live Music in Schools), Teatercentrum (Denmark) and Dansehallerne (Denmark) in collaboration with Teachers under the arrangement of Kulturpakker (www.kulturpakker.dk). However, the resources are freely available to be used and adapted to support Teachers & Arts Practitioners as required.

We used this resource in the TEEN project with Teenagers who participated in a performance activity as part of an artistic programme at school, or who experienced a performance together outside of the school environment. The cards are a simple tool for Workshop Facilitators and Teenagers with the purpose of creating dialogue about performance expressions, forms, possibilities, and meaning - helping structure a process of reflecting upon, and understanding, an artistic experience. By asking open questions (where no answers are implied) of the artistic experience pre-performance, the Teenagers get the opportunity to express themselves, reflect, and listen to the answers of the others. We hope that the cards can help create



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a room of reflection and learning in relation to an artistic experience.

The Teenagers can use these cards individually – however, we find it useful for them to work in pairs or small groups to provide an opportunity for open dialogue before they report back on their ideas with the wider group.

Remember that there are no right or wrong answers – the Teenagers are competent consumers of Art and Culture and are therefore experts on the answers themselves.

It is also important to point out that disagreement is valuable – you don't necessarily need to be building consensus. Remind the Teenagers that hearing other people's views on the matter helps to sharpen their own experiences and recognise that the world is diverse.

Ideally, it is useful to set aside time for **STAGE 1** and **STAGE 2** (discussion questions and Experience cards) before an Artistic Experience as well as **STAGE 3** (Experience cards) afterwards. We recommend setting aside 30-45 minutes for the expectation cards and 45 minutes for the experience cards.



You can print the cards from this guide to use in the workshop and cut them up into individual small cards. The Teenagers writing down their reflections can either write on the back of the printed card, in a booklet, or on another piece of paper. Or the Workshop Facilitator could read them aloud and lead a verbal discussion. As a Teacher you pick out which questions are relevant for the class in question. In addition, there is always the possibility of formulating your own questions.

As a Teacher / Workshop Facilitator, you can support students who stall in their reflection by asking supporting questions like: *"What have you experienced similar to this?"* or *"Think of something you noticed during the performance ... (A person, a move, an instrument, a word, a feeling, a sound...)"*. You can also use examples from the other Teenagers, who can share their opinion with the wider group, as an inspiration for the others.

STAGE 1 – DISCUSSION QUESTIONS

These questions can encourage useful reflections and discussion among the Teenagers. Use them to structure a debate in whatever way works best for your context.

1. Where do you go for an artistic experience?
And why?
2. How often do you recommend an artistic experience to others? Why do you do it?
How would you do it?
3. With whom do you discuss artistic experiences?
And why?

4. Which of your artistic experiences has made the biggest impression on you? How? And why?
5. What would you go to if you wanted an artistic experience? Who would you go with?
6. Why do you think other people seek artistic experiences?
7. What does it mean to be a spectator?
8. Do you act differently as a spectator at the theatre than you would as a spectator at a concert or exhibition?
9. Do you think you prefer productions that involve you in the action as a participant or would you prefer to keep a distance between yourself and what you see?
10. What was your first memory of being a spectator (not just in a theatrical context)?

STAGE 2 – EXPECTATION CARDS – PRE-PERFORMANCE PREPARATION

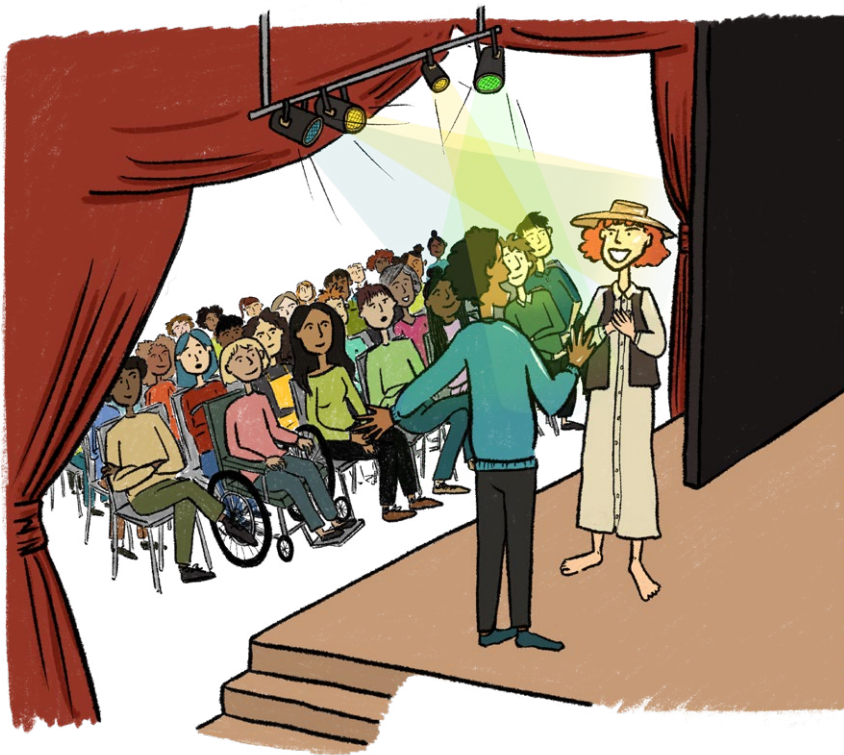


- Ask everyone to sit alone and think about what it's going to be like watching this performance. Some may even like to close their eyes and visually imagine what they think it is going to be like.
- Then ask them to read through the 'Expectation Cards'.
- They should choose a card, spend some time thinking about how they will respond to it, and then write or draw their response.

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- You might model one of the questions as an example to give them an idea of the types of responses that they may have.
- Ask the Teenagers to complete as many of the card questions as time allows.
- In pairs or small groups, ask the Teenagers to tell each other about their reflections. It is important that each Teenager gets to express themselves while the others listen.



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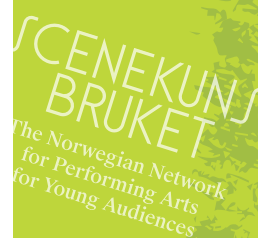


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Segni d'infanzia (Italy) | Cultuurcentrum Hasselt (Belgium)
Dialogue Community Performance (UK) | “la Caixa” Foundation (Spain)
Scenekunstbruk (Norway) | Teatercentrum (Denmark)

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What is the name of the performance you are going to see?	What do you know about the performance beforehand?	Why are you going to see this performance?
What do you think of when you hear the word, 'Theatre'?	What do you think the performance will contain based on its title?	What do you think of when you see the poster, or a picture, from, the performance?
What do you think you are going to experience?	What do you think will happen?	What do you expect to see? Hear? Feel?

STAGE 3 – EXPERIENCE CARDS – POST-PERFORMANCE PREPARATION



The Teenagers may have already completed the 'Expectation Cards'. They will now use the 'Experience Cards' to help them to compare their thoughts before and after seeing the performance. This is a useful opportunity for the Teenagers to reflect individually about the performance and how their expectations were met or challenged.

However, this activity can be done even if they have not used the Expectation Cards already. Simply, focus on the 'Experience' cards (without the need to compare and contrast them with the 'Expectation' cards) if this is the case.

- Ask everyone to sit alone and think about their experience of watching the performance. They should try and relive the experience, in as detailed a way as possible, through their imagination.
- Then ask them to read through the 'Experience Cards'.
- They should choose a card, spend some time thinking about how they will respond to it, and then write or draw their response.
- You might model one of the questions as an example to give them an idea of the types of responses that they may have.
- Ask the Teenagers to complete as many of the card questions as time allows.
- In pairs or small groups, ask the Teenagers to tell each other about their reflections. It is important that each Teenager gets to express themselves while the others listen.

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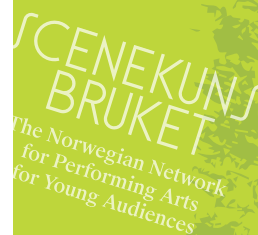
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- As a Teacher / Workshop Facilitator, you can support students who stall in their reflection by asking supporting questions like: "What have you experienced similar to this?" or "Think of something you noticed during the performance ... (A person, a move, an instrument, a word, a feeling, a sound...)". You can also use examples from the other Teenagers, who can give their opinion with the wider group, as an inspiration for the others.
- Other questions you might ask, could include:
 - When you were at the Theatre did you have the same outlook as you do in everyday life?
 - What will you not forget about the performance you've seen?
 - Which aspect of the performance did you find most interesting?
 - What did you find most memorable for each performance that you saw?
 - What do you think of the variety of shows presented by the Artistic Director of the festival you visited?



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What made the biggest impression on you?	What puzzled you about the experience?	What did the experience make you think of?
What did you see? Hear? Feel?	What did you want to hear/see more of?	Which situations/things from your everyday life did the experience make you think of?
What does the experience make you want to do?	What will you remember from the experience?	Has this experience changed your thinking? If so, how?