

POST- PERFORMANCE WORKSHOP

TEEN AMBASSADORS
ACROSS EUROPE

TE
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THEATRE
EUROPEAN
ENGAGEMENT
NETWORK



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POST- PERFORMANCE WORKSHOP

This resource has come out of the **TEEN Ambassadors Across Europe** project which was co-funded by the Creative Europe Programme of the European Union. During the project, it was discovered that post-performance discussions and reflections offered an important way of ensuring teenagers' ongoing engagement and interest in Theatre. The Project Partners gradually experimented with new tools and techniques for post-performance activities with our inspiration coming both from discussions with teenagers themselves (through the TEEN Kitchen Table Methodology) and an Academic Literature Review. And with that – this workshop was born!

This workshop is designed to suit and support Teachers, as well as Creative Professionals & Artists, to run a session with their teenage participants. However, it is completely adaptable to your own needs and contexts – and there are many other approaches that we are sure would be equally (if not even more) fun, informative and engaging!

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Reflections from Teenage participants in the TEEN Project

» *“Talking about the show can help put things into place; it can help you have a more rational view”*

» *“Post show discussions are nice because you get to ask specific questions about what you saw, what you liked, what you didn’t understand”*

» *“It’s so good when teachers acknowledge what is happening in Theatre and talk about it with their students”*

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Production:

Teacher/ Facilitators:

Date:

Session Duration: 1 Hour

Please note that these timings are indicative only and can be adapted to suit the allocated time that you have.

Resources / Materials needed

Post-it/Sticky Notes, Pens, Flip-Chart Paper, Ball or Bean Bag, Printouts of the Experience Cards

Aims/ Learning Outcomes

- 1 For Teenagers to individually reflect on their thoughts about the performance.
- 2 For the Teenagers to discuss the performance they have watched with confidence.
- 3 For each Teenager to proactively participate in the workshop (either in pairs, small groups and/or with the whole group).



The Norwegian Network for Performing Arts for Young Audiences



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Timing	Activity
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5 Min.

Welcome and Introduction to the Workshop

Make Group Rules

The first time you discuss a performance with your group, it can be useful to develop some ground rules to outline expectations around behaviour. These ground rules should be set so that all of the Teenagers feel comfortable to express their thoughts in the workshop freely and fully.

If you already have ground rules in place for other group activities, it may be useful to ask the Teenagers if they think any changes are required so as to suit the needs of this specific workshop.

The rules, for example, may include:

- We listen and respond to everybody.
- Everybody in the group has valuable ideas to share.
- Everybody's opinions and feelings are valid.
- Only contribute something if you think it will be constructive.
- What everybody does impacts the whole group – so make it good!
- What makes sense to you might not make sense to somebody else.
- Make sure everybody has the opportunity to contribute.
- There are no right or wrong answers.



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3 Minutes

Energiser - Rubber Chicken

- Set up: Everyone should be spaced-out in the room / or it can be delivered in a spaced-out circle.
- Starting with shaking their left arm they should shout '1,2,3,4,5,6,7,8'
- Then they should move to their right arm and repeat.
- Do the same for the left leg, then the right leg.
- Repeat the process again but half the number of times: '1,2,3,4.'
- Repeat for '1,2'.
- On the final round, participants shout '1' as they shake their left arm, right arm, left leg, right leg.
- It ends by everybody jumping up in the air, waving their limbs, and shouting 'Rubber Chicken!' (or an alternative phrase the group can choose).



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7 Minutes

Sculptor

This is a useful activity to get the Teenagers to reflect on their experiences: what they saw, heard, smelt and felt during the performance. The activity also challenges them to express this creatively through a visual representation.

- Teenagers should pair up.
- One Teenager will be the sculptor, the other the model or the 'clay'.
- The sculptor should ask their partner for permission to gently move (or to tap) the model's body parts (e.g. face, hands, arms, feet etc.) into a gesture that expresses how the sculptor feels about the performance (it could be a literal or metaphorical gesture). If the person who is the clay doesn't want to be touched, then the sculptor can verbalise how they want them to move or they might show the model what shape to make using their own body, asking the model to copy it.
- For example, they might gently tap the model's arm to indicate that it should be raised higher. Or they might demonstrate their own left leg being in front of their right leg, for the model to copy.
- If possible, this should be done in silence.
- When finished, the sculptures (the models) should stay still whilst the sculptors move around the room looking at everyone else's work.
- The Teacher / Workshop Facilitator should then ask them what they see in each other's sculptures and what it makes them think about the performance.
- In their pairs, ask the Teenagers to swap roles and to repeat the activity with the original sculptor now becoming the model.



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7 Minutes

Reflections from All the Senses

- In small groups, ask one Teenager to lie on a piece of flipchart paper so that the other group members can draw their outline onto the paper.
- Inside this outline, they should write down as many of the different feelings they had about the performance as possible.
- Challenge them to think about where in the body they felt these specific sensations. For example: Was it the hair on the back of their neck when they were scared? Or a feeling of happiness in their brain? Or butterflies in their stomach when they felt nervous about what would happen next?
- They should also link each sensation to the particular part of the performance that made them feel this – which exact moment (or moments) brought this sensation on?
- Ask each group to share what they've written/discussed.



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15 Minutes

Experience cards (these are included later in this workshop plan, with more detailed instructions attached to them)

The Teenagers may have already completed the 'Expectation Cards' from the 'Pre-Performance Workshop' that we have developed. 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.

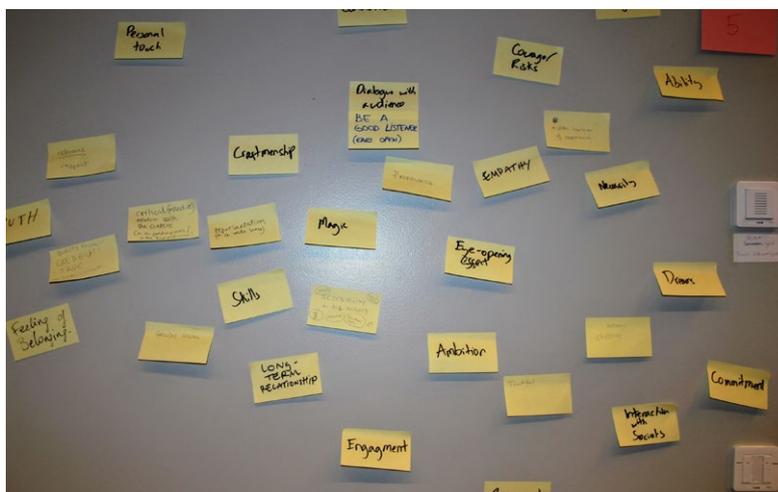
However, this activity can be done even if they have not taken part in our Pre-Performance Workshop. Simply, focus on the 'Experience' cards (without the need to compare and contrast them with the 'Expectation' cards) if this is the case.

- 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.
- As a Teacher / Workshop Facilitator, you can support students who stall in their reflection by asking supporting questions such as: "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 in plenary, as an inspiration for the others.



20 Min.

Post-It / Sticky Note Feedback



This is a useful way to encourage individual and group reflection and debate relating to the performance.

- Ask the Teenagers to look at four different posters stuck up around the room.
- These questions could be the ones listed below, or the Teenagers / Teachers / Facilitators may come up with their own questions.

Question 1: What surprised you? Was it the text? Was it the actor/s performance? Was it the music or sound effects? The style? The space/venue? For example, was it an outdoor, site-specific or non-conventional venue? Or did something else surprise you?

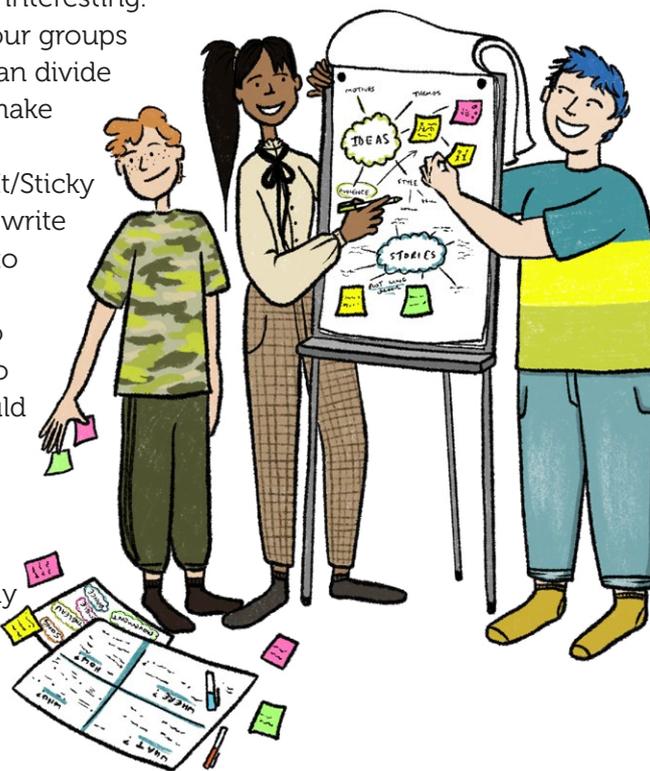


Question 2: What was the message of the play, and how was effectively was this conveyed to the audience? Was there more than way that this message was shared? What was most effective? Was the message easier or harder to understand for different groups in the audience? Why?

Question 3: What do you think could have been done differently and why? What would you do differently if you were the director? Why?

Question 4: What confused or puzzled you about the experience? Was there more than one? Why was this? Do you think this was the intention or do you think something should be changed in the performance to avoid this confusion? How would you do this?

- Ask the Teenagers to each choose one posted question that they think is especially interesting. This should produce four groups – but, if needed, you can divide the groups further to make them more even.
- Give each group Post-It/Sticky notes and ask them to write down their responses to their chosen question.
- Then ask the groups to feedback – they can do this however they would like and should be as creative as possible.
- Allow the groups to feedback to the wider room so that everybody has a chance to share and respond to each other's ideas.



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3 Minutes

One Word Reflection

This is a great opportunity for participants to reflect on the session and/or to share their learning.

Go around in a circle and ask each participant to share a one-word reflection about what they have learnt/what they will take away from the workshop.



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



APPENDIX

EXPERIENCE CARDS

AFTER THE ARTISTIC EXPERIENCE

This material is for Teenagers who participate in a performance activity as part of an artistic programme at school, or who experience a performance together outside of the school environment. The cards are a simple tool for Teachers, 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 post-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 a room of reflection and learning in relation to an artistic experience.

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.

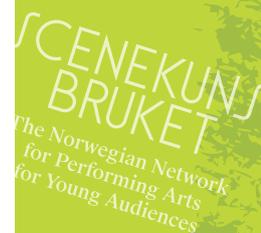
It is also important to point out that disagreement is valuable – you don't necessarily need to be building consensus. Remind the Teenagers that hearing other people's views on the matter helps to sharpen their own experiences and recognise that the world is diverse.

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You can print the cards from this guide to use in the workshop and have the Teenagers write down their reflections. Or the Teacher / Workshop Facilitator could read them aloud and lead a verbal discussion.

The Experience Cards have been adapted for the Workshop Plan from the work by LMS (Live Music in Schools), Teatercentrum (DK) and Dansehallerne (DK) in collaboration with teachers under the arrangement of Kulturpakker (www.kulturpakker.dk).



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EXPERIENCE CARDS

POST-PERFORMANCE REFLECTIONS

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