|  |
| --- |
| Process Drama |
| [CIRCLE] |
| Aby Watson |

|  |
| --- |
| Rafael Tsantes  Nell O’Hara  4/27/2020 |

**Learning questions: What does identity mean to the students? What aspects of identity do they recognize in their Avatar? Do the students recognize the affiliation of their avatar’s background with the various aspects of each identity? In what ways does someone’s background affect their identities and their future?**

*Themes that arise from the workshop are identity and background, life aspirations/goals, inner understanding.*

**By the end of this workshop participants should have:**

* Engaged with the idea of identity
* Explored how someone’s background affect their potential future
* Engaged critically with the notion of future life goals

**Materials:**

* Laptop/Desktop/Smartphone/Tablet accessibility
* Internet Connection
* Drawing materials e.g. markers, pens etc.
* A4 blank papers
* Pieces of clothing as props

**Outline plan**

1. **Message from founder**
2. **Background Story**
3. **Personality Traits**
4. **Spirit Animal**
5. **Aspirations for the Future**

**Detailed Plan**

**This should clearly include all materials, so the reader doesn’t need to skip between documents to follow the workshop plan.**

1. **Lure: Message from Founder**

An opening message from the founder will enclose the tasks of this week’s workshops.

*Who you really are?*

1. **Building belief: Background story**

The group is asked to create individually a brief background story for their Avatars. They are given some question as an inspiration for them to be engaged with. In continue, they are asked to collect three (3) objects within their house that their Avatar would always have with them e.g. pieces of clothing, lucky charms etc. and write them down and/or post a picture.

*What defines your identity? Is it what you wear? Is it how you talk?*

1. **Building belief: Personality Traits**

The group is asked to create individually a brief description of their Avatar’s personality. They are given some questions as an inspiration for them to be engaged with. In continue they are asked to write or record their personal motto.

*Is how you see yourself correlates with how others see you? Which of these is your personality? Is it the one or the other? What about both? Or maybe is it merging of some parts from both?*

1. **Into action: Spirit Animal**

In the group is explained what a spirit animal stands for and then they are asked to think about their avatar’s spirit animal. They are given some questions as an inspiration for them to be engaged with. In continue they are asked to draw that spirit animal or even dress up as one and take a picture.

*The spirit animal is your inner soul. How that really reflects and transforms into that animal? Is there any correlation between yourself and the animal?*

1. **Into action/Reflection: Aspirations for the future**

Taking into account the background of the character, their personality and their spirit animals, the group is asked to visualize their Avatar’s future through some given questions as an inspiration for them to be engaged with. In continue they are asked to send an encouraging message to their future Avatars either write it in a paper or record it.

*How does your future look like? Do you need to see the past to figure out the future?*

All of these conventions require them to think, then draw or write their ideas. How else can you engage the students? This is a drama context – can you do something that is more performative? More active? If writing/drawing as a response is one convention, what other conventions can you include in your content?

I also think 5 different tasks is a lot to ask them – even if they are small – that’s a lot of information to process, and the output is all quite similar – your plan could be more dynamic in its content. How can you condense what you’re asking of them, and make it more performative?

**Workshop ends**