



**8 WAYS
TO EAT
TO SAVE
THE PLANET**

THEATRE PLAYS MANUAL

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HOW TO DEVELOP PEDAGOGICAL PRACTICES IN SCHOOLS



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INDEX

Introduction

Improvisation's role for students

Theatre Plays

Denmark

Spain

Italy

Ireland

Guidelines for teachers

Conclusions

References

PARTNERS



INTRODUCTION

The project "8 Ways to Eat and Save the Planet," funded by the Erasmus+ programme, aims to address crucial issues related to the **environment, health** and **education** of young learners through innovative approaches, such as the pedagogical use of **improvisational theatre**. The main objective of the project is to inspire behavioural changes among students and teachers, promoting active environmental education and the adoption of healthy and sustainable lifestyles. Aligned to the project's main objectives, the WP3 Theatre Plays, led by Meridaunia, aims to **enrich teachers' professional skills** through innovative tools. The development of the Theatre Plays was divided into two phases: in the first phase, the partnership conducted a **series of workshops** in local schools to test dramatic improvisation techniques based on the development of visual, verbal and bodily expression.



INTRODUCTION

In the second phase, the schools performed **8 Theatre Plays** on the most harmful foods for the planet, practising the improvisation and acting techniques learned during the workshops.

In this introduction, the main objectives, activities and results of the project are summarised, with a focus on the WP3 Theatre Plays phase and its implementation in the partner countries. It will provide detailed **guidance on how to use improvisation techniques** in the context of environmental and food education, with the aim of raising students' awareness and training teachers on sustainable lifestyles.



IMPROVISATION'S ROLE FOR STUDENTS

Theatrical improvisation techniques represent an **innovative** and powerful **pedagogical resource** for students' development. Theatre improvisation exercises prove effective in achieving the project's objectives, promoting healthy, sustainable and responsible behaviour from a young age and **preparing students** to become **conscious global citizens** committed to the future of our planet.

1. The integration of theatre improvisation techniques into the educational environment fosters the development of **students' communication**, emotional and **social skills**, as well as individual growth and **self-awareness**.
2. Theatre improvisation techniques offer students the opportunity to **raise awareness** of environmental issues and adopt sustainable behaviour, preparing them to become **conscious global citizens**.



THEATRE PLAYS

DENMARK



In Denmark, the Theatre Plays were conducted at **Korup Skole**, based in Odense, involving **50 students**. The focus was on exploring the environmental impact of large-scale fishing and trawling.

Story of the Play:

The play depicted the detrimental effects of large-scale fishing on marine ecosystems, emphasizing the importance of sustainable fishing practices. The Theatre Plays raised awareness among students about the environmental consequences of their food choices and inspired discussions on sustainable fishing methods. The activity fostered a **sense of responsibility** towards marine conservation and **encouraged students** to adopt more environmentally friendly behaviors.

Overall, the Theatre Plays in Denmark provided valuable insights into the importance of sustainable fishing practices and their impact on the environment. The feedback from teachers highlighted the **effectiveness of** using **theatrical improvisation techniques** to engage students in environmental issues and promote active learning.

THEATRE PLAYS

DENMARK



THEATRE PLAYS

SPAIN



In Spain, the Theatre Plays were conducted at **Ribamar School** in Seville, involving **20 students**. The focus was on exploring the environmental impact of drinks and meat consumption.

Story of the Play:

The play, titled "The Challenge," follows six friends who meet in the school cafeteria during break time. Alba, who drinks energy drinks, and Paula, who prefers hamburgers, are confronted by Lucia, who expresses concern about their habits and the planet. Together, they embark on a journey to change their eating habits.

The Theatre Plays successfully raised awareness among students about the **harmful effects of sugary drinks** and excessive meat consumption on both personal health and the environment. Students learned to make more conscious food choices and expressed satisfaction with the positive impact on their well-being and the planet. Students appreciated the opportunity to collaborate with peers from different European countries and found the experience engaging and informative.

THEATRE PLAYS

ITALY



In Italy, the Theatre Plays were conducted at **Colombo School**, involving a total of **25 students**. The focus was on exploring the environmental impact of grains and vegetables consumption. The play, titled "The Journey of the Seeds," follows a group of students who embark on a journey to understand the journey of grains and vegetables from farm to table.

Story of the Play:

The students visit local farms and learn about sustainable farming practices. They participate in harvesting grains and vegetables, discovering the effort and care required. Finally, they share a meal made from the harvested produce, celebrating the connection between food and the environment. The Theatre Plays successfully raised awareness among students about the importance of **sustainable agriculture** and **responsible consumption**. Students gained a deeper appreciation for the journey of their food and expressed enthusiasm for making more environmentally conscious choices. Students appreciated the hands-on learning experience and suggested incorporating more interactive activities into the curriculum.

THEATRE PLAYS

ITALY



THEATRE PLAYS

ITALY



The second Theatre Plays were conducted at **Montessori School** in Italy, involving a total of **30 students**. The focus was on exploring the environmental impact of dairy consumption.

Story of the Play:

The students visit a local dairy farm to learn about the milking process and the care of dairy animals. They observe the milk being processed into various dairy products, such as cheese and yogurt. Through discussions with farmers and dairy workers, they learn about the environmental impact of dairy production and consumption.

The Theatre Plays successfully raised awareness among students about the environmental consequences of dairy consumption. Students expressed a newfound appreciation for the journey of their dairy products and were motivated to make more sustainable food choices.

Students found the experience enlightening and suggested incorporating more field trips and hands-on activities into the curriculum. Teachers praised the initiative for fostering environmental literacy and suggested integrating similar projects into future lesson plans.

THEATRE PLAYS

IRELAND



The Theatre Play was conducted at **Stepaside Educate Together Secondary School** in Ireland, involving a total of **30 students**. The focus was on exploring the environmental impact of dairy consumption.

Story of the Play:

The play, titled "We All Scream for Ice-Cream," is set in a dystopian future where food is strictly regulated based on its environmental impact. The story follows a group of characters navigating a world where dairy products are banned, leading to ethical dilemmas and personal choices.

Students engaged in discussions about the role of the dairy industry in the global warming challenge, highlighting the importance of sustainable food production.

Main characters negotiate their diets and the **consequences of their food choices on society** and the environment, leading to personal and ethical conflicts.

Characters confront the underground market for banned dairy products, grappling with personal, ethical, and legal implications.

The story serves as a satirical response to Ireland's dietary habits, illustrating the potential **worst-case environmental scenario**.

Students gained awareness of the environmental impact of food production and creatively interpreted theatrical techniques. Challenges included memorizing dialogue and teamwork dynamics.

The Theatre Play at Stepaside Educate Together Secondary School effectively raised awareness of sustainable food choices and environmental impact among students, fostering creativity, collaboration, and critical thinking skills.

GUIDELINES FOR TEACHERS



During the implementation of the workshops in the schools, the improvisation techniques and the final Theatre Plays, we collected a series of feedbacks and advice from the teachers who took charge of the education of the students and the implementation of the practices of the 8Ways to Eat to Save the Planet project. Here are some guidelines that may be useful to all teachers, on the subject of environmental and food sustainability

- Promote group activities to stimulate students' bodily and emotional expression.
- Use more complex methodologies such as 'Theatre of the Oppressed' with trained students with similar levels of drama training.
- Encourage active student participation through methodologies that encourage discussion and reflection on environmental issues.
- Adapt activities to the needs and ages of students to maximise engagement and learning.

GUIDELINES FOR TEACHERS

- Encourage active listening and the development of collaboration and teamwork skills.
- Encourage the use of improvisation techniques to develop communication and problem solving skills.
- Support the formation of specific vocabulary related to environmental issues to broaden students' understanding.
- Create a safe and inclusive environment to reduce judgement anxiety and encourage student participation.
- Monitor student progress over time and adapt activities accordingly to maximise learning.
- Value students' involvement in activities and recognise positive changes in their behaviour and eating habits.



CONCLUSIONS



The Theatre Plays proved to be an extremely positive experience for the students, fostering greater environmental awareness and sustainable behaviour. In Spain, students gained a deeper understanding of the damage caused by sugary drinks on both personal health and the environment. In Italy, there was a significant increase in environmental awareness and sustainable behaviour, with a greater focus on respecting the environment and natural resources. In Ireland, students understood the link between their food choices and the environment, while in Denmark, there was greater awareness of the harms of large-scale fishing.

CONCLUSIONS

Overall, the students showed considerable involvement during the drama activities, demonstrating great creativity and enthusiasm in interpreting the scenes and characters. The teachers expressed satisfaction with the results, confirming the effectiveness of the theatre method in teaching complex concepts in an engaging and memorable way. Ultimately, the Theatre Plays represented an important opportunity for the students to learn and internalise key concepts related to sustainability and respect for the environment, while developing social and creative skills essential for their future.



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