



WP3- Theatre Plays

International Report of Workshops

developed by Meridaunia



Co-funded by the
Erasmus+ Programme
of the European Union

Table of Contents

Table of Contents	2
Introduction	3
Development of Workshops for each country	4
Denmark	4
Body expression Technique	4
Verbal expression Technique	5
Ireland	6
Body Expression Technique	6
Italy	8
Verbal Expression Technique	8
Visual Expression Technique	10
Physical Expression Technique	12
Verbal Expression Technique	14
Physical and Expression Technique	14
Visual Expression Technique	17
Spain	21
Verbal Expression Technique	21
Visual and body Expression Technique	23
Body Expression Technique	24
Main Findings and Conclusions	27

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 students in schools based on innovative approaches, like the pedagogical use of **improvisational theatre**.

The primary objective of the project is to inspire behavioural changes among both students and teachers by **promoting active environmental education** and the adoption of healthy and sustainable lifestyles.

Consistent with the project's main objectives, the WP3 Theatre Plays, led by Meridaunia, aims to **enhance teachers' professional skills** through innovative tools. The WP3 is divided into two phases, during the first phase the partnership conducted a series of **workshops in local schools** to pilot the dramatic improvisation techniques, based on the development of visual, verbal and body expression. In the second phase, the schools delivered 8 Theatre Plays on the most harmful food for the planet.

The workshops were conducted in presence, from October to November 2023, in all project partner countries: Denmark, Spain, Ireland and Italy. They involved a total of **200 students** of different ages, different classes and different courses of study. The teachers of the schools implemented different techniques of dramatic improvisation, based on the **students' aptitudes**, their degree of creativity, empathy and general team spirit.

At the end of the workshops, we asked the teachers the general **feedback**, the **challenges** encountered during the workshop, the main **recommendations**, based on the student progress, the emotional reactions and insights gained.

We report in this document the **main results of the workshops**, divided by the country in which they took place and by specific techniques used. In conclusion, we will present the main feedback and comments from the teachers who implemented the activities, advice and suggestions for the **specific target groups**: teachers and students, fully involved in the activities. The teachers tested a set of tools to transmit to students the importance of a healthy and sustainable diet, not only for their own good but for the whole of society. The students, on the other hand, actively participated in improvisational theatre workshops on environmental themes. This type of experience increased their creativity, made them think globally, eliminated individualism, and developed teamwork abilities.

Development of Workshops for each country

Denmark

Body expression Technique

Partner organization/school	Korup skole/Brainlog
Country	Denmark
Workshop's name	"Emotion walk"
Number of workshops	2
Name of the School	Korup Skole
Number of students involved	25
Specific objective of the workshop	Body Expression
Materials used	none
Methodology used	
Dramatic improvisation technique	The teacher assigns a specific emotion to the group. The student walk around the open space, expressing the assigned emotion through their body language, facial expressions and movements. The exercise helps students develop emotionale awareness and body expression skills. Students learn to communicate feelings non-verbally.
Workshop duration	20 min
Pictures	Attached
Challenges	The shyness of the students
Teachers feedbacks	Works better in group than one student expressing an emotion and the others guessing what emotion the student are trying to express.

Verbal expression Technique

Partner organization/school	Korup skole/Brainlog
Country	Denmark
Workshop's name	"Improv Interview"
Number of workshops	2
Name of the School	Korup Skole
Number of students involved	4
Specific objective of the workshop	Verbal
Materials used	Chairs

Dramatic improvisation technique	<p>Two participants become the interviewer, while 2 others take on the roles of different characters or experts. The interviewer conducts a spontaneous interview, asking open-ended questions to the characters. The characters respond with improvised answers, staying in character throughout the interview.</p> <p>Improv interview enhances verbal improvisation and character development skills. Students learn to think on their feet, respond spontaneously, and maintain consistency in their character portrayal.</p>
Workshop duration	20 min
Pictures	Attached
Challenges	The difficulty of the subject

Ireland

Body Expression Technique

Partner organization/school	I&F - Stepside Educate Together Secondary School
Country	Ireland
Workshop's name	Drama Club
Number of workshops	10
Name of the School	Stepside Educate Together Secondary School
Number of students involved	50 (across all years at various points) but we have 30 consistent participants.
Specific objective of the workshop	To devise a piece around healthy eating in the future. To develop and use dramatic techniques through an environmentalist lens.
Materials used	Lights, mats, giant giraffe, masks, scarves, furniture
Methodology used	Improv, Brecht, Theatre of the Oppressed. Improv was chosen as a fluid basis on which to develop student's capacity for mental agility. Brecht was chosen as it allows students to examine the nature of the theatrical experience while using that experience to explore real world issues. Theatre of the Oppressed was chosen as it encourages workshop participants to engage with their embodied experiences of an issue and to articulate those experiences in a creative context.
Dramatic improvisation technique	Word improvisation, physical theatre, absurdist drama, mask work.
Workshop duration	1 hour
Challenges	Varied experience and confidence levels of the participants.
Teachers feedbacks	The framework was very interesting. I think that in places the learning outcomes of the framework could be more clearly identified. I also think that the links between various theatre techniques could be more clearly articulated.
Main results linked to the project objective	Students developed knowledge of drama techniques. Students are in the process of creating a short play. Students are developing their awareness of the environmental issues posed by their food choices.

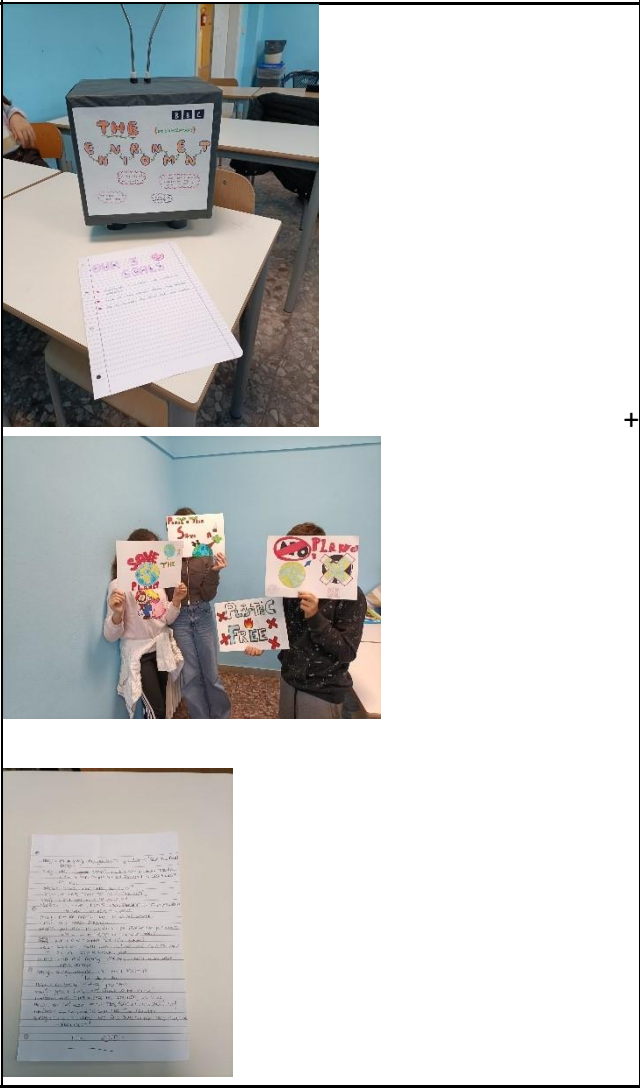
Suggestions for the future Theatre Plays	I think that it would be wonderful to introduce a multicultural element to the play in the spirit of a pan-European project.
--	--

Italy

Verbal Expression Technique

Organization	EUPHORIA NET
Country	ITALY, ROME
Name of the workshop	Alternate dialogue: Helping the Planet together
Total of workshops	1
Name of school	I.C. Colombo – first grade secondary school
Number of students	8 students divided into 2 groups of a middle school class. (3 D)
Objectives of the workshop	<ul style="list-style-type: none"> • Raise students' awareness of environmental protection • Create dialogue in language focused on reflecting and discussing

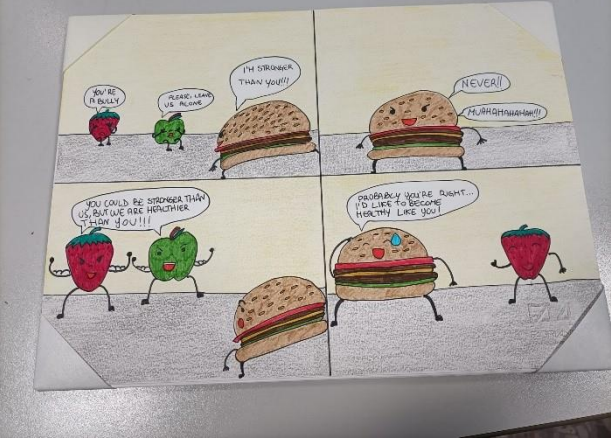


	<p>environmental issues and expressing various points of view.</p> <ul style="list-style-type: none"> • Develop reflective and critical sense. • Work in groups • Use the required techniques • Produce a clear product
<p>Material used</p>	<p>Cardboards for making posters and objects. Civilization texts/articles/videos PCs/tablets</p>
<p>Methodology used</p>	<p>Cooperative learning; workshops; problem solving; debate</p>
<p>Improvisation techniques</p>	<p>Oral/Verbal technique with realization of dialogues</p>
<p>Duration</p>	<p>5 hours - 2 hours for outreach; 2 hours for making dialogues and material; 1 hour for presentation of work and interpretation of dialogues</p>
<p>Photo</p>	
<p>Difficulties encountered</p>	<p>none</p>

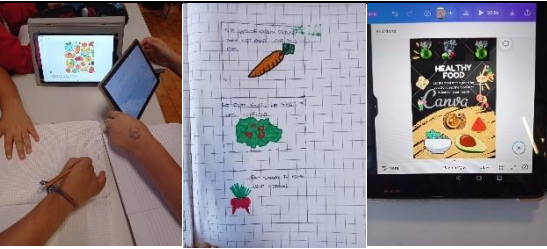
Comments from teachers	Excellent participation and engagement/development of creativity
Main objectives linked to project's goal:	<ol style="list-style-type: none"> 1. Raise awareness about the importance of the environmental protection. 2. Excellent oral exposition and presentation of work to the class which increased self-confidence of students 3. Excellent acquisition of vocabulary related to the environment.
Suggestions for plays	The texts of the two dialogues, enriched with additional parts, could be transformed into a play

Visual Expression Technique

Organization	EUPHORIA NET
Country	ITALY, ROME
Name of workshop	Picture relay: Happy Healthy Food
Total of workshop	1
Name of the school	I.C. Colombo – first grade secondary school
Number of students	23 students divided in 6 groups (2 D)
Workshop objectives	<ul style="list-style-type: none"> • Raise students' awareness of environmental protection • Create dialogue in language focused on reflecting and discussing environmental issues and expressing various points of view • Develop reflective and critical sense • Work in groups • Use the required techniques • Produce a clear product
Material used	Cardboards for making posters and objects Civilization texts/articles/videos PCs/tablets
Methodology used	Cooperative learning; workshops; problem solving; debate

Improvisation technique	Visual Technique– Picture Relay
Duration	2 hours for the awareness phase; 2 hours for image making; 2 hours for story projection (Power point)
Photo	
Difficulties encountered	None
Comments from teachers	Excellent participation and engagement/development of creativity
Main objectives linked to project's goal:	<ul style="list-style-type: none"> • Complete, varied, imaginative and satisfying realization of the images and stories which stimulated attention and phantasy. • Excellent presentation of images (including through Power Point) • Excellent acquisition of food-related vocabulary in English language • Raise students' awareness about diets and healthy lifestyle.
Suggerimenti per i futuri spettacoli teatrali	Pictures can be used as plays.

Physical Expression Technique

Organization	EUPHORIA NET
Country	ITALY, ROME
Name of workshop	Food journey
Total of workshops	1 workshop, physical techniques.
Name of school	Ic Colombo- plesso via Rodano
Number of students involved	25
Objective of the workshop	Understand the benefits of healthy eating.
Material used	Paper, paints, markers, tablet, smartphone
Methodology used	Role play (action time), cooperative learning, workshop teaching.
Improvisation technique	Physical I technique
Duration	6 hours
Photo	
Difficulties encountered.	<p>No difficulties encountered.</p> <p>The workshop was modified in part, the class was divided into two groups "healthy and junk food". The children freely choose which group to represent. They drew the reference food, made posters to sponsor their foods. Some using paper and colours, others directly with Canva application.</p> <p>In the next stage, children derived mottos and slogans that were shared one by one.</p> <p>Only after the content was verified, so when the pupils became aware of the benefits of healthy eating, we started the action time part:</p> <p>Funny and comical sketches made in small groups (freely chosen).</p>
Comments from teachers	None, the activity was very stimulating and involved all the students in making their own choice and justify them.
Main objectives linked to project's goal:	<ul style="list-style-type: none"> • Awaressess about healty food • Freedom of choice and interpretation • Use of critical thinking to justify the choices and to explain the reasons linked to good of bad healthy habits.

Suggerimenti per i futuri spettacoli teatrali	To stage this kind of activity you definitely need to structure a story and assign specific roles
---	---

Verbal Expression Technique


Organization	EUPHORIA NET
Country	Italy, Rome
Name of workshop	Eco-verbal improvisation
Total of workshops	1
Name of school	Istituto Comprensivo Maria Montessori
Number of students involved	16
Objective of the workshop	Raise awareness on healthy diet
Material used	Flashcards, colours
Methodology used	Workshop teaching
Improvisation technique	Monologue- Verbal
Duration	2 hours
Photo	
Difficulties encountered.	None
Comments from teachers	Formative and useful to stimulate and put into play
Main objectives linked to project's goal:	<ul style="list-style-type: none"> • Understanding of the importance of proper nutrition • Ability to know how to work in group

Physical and Expression Technique

Organization	EUPHORIA NET
Country	Italy, Rome
Name of workshop	Group Mime story
Total of workshops	1



Name of school	I.C. MARIA MONTESSORI
Number of students involved	16
Objective of the workshop	<ul style="list-style-type: none"> -foster encounters and relationships - encourage the discovery and development of skills mimicry and gestures - make the relationship with food an opportunity of sharing and sensory experience - enhance expressive potential - stimulate imagination and creativity - communicate emotions and storytelling using different languages - stimulate curiosity about foods for which one nurture a prejudice
Material used	Stage costumes, gardening materials, utensils for kitchen, toy food
Methodology used	<p>DRAMMATIZATION that allowed the children to impersonate, relive in first person and rework mentally the stories.</p> <p>MIMIC SERVICES aimed at the discovery of space, the experimentation with body expression and relaxation. Various activities were proposed such as the staging of theatrical scenes, dressing up to resemble the characters to be played. Each methodology was adapted to the age group of the children, their needs, and their starting abilities, which is why the result and activities were differed from one group to another. A first exercise was to assign a setting and outline a single character. Creativity did the rest. Another exercise was to describe the scene and outline a common goal, assuming that the differences between the various characters are great and the task would not have been at all easy.</p>
Improvisation technique	Physical improvisation technique
Duration	2 hours

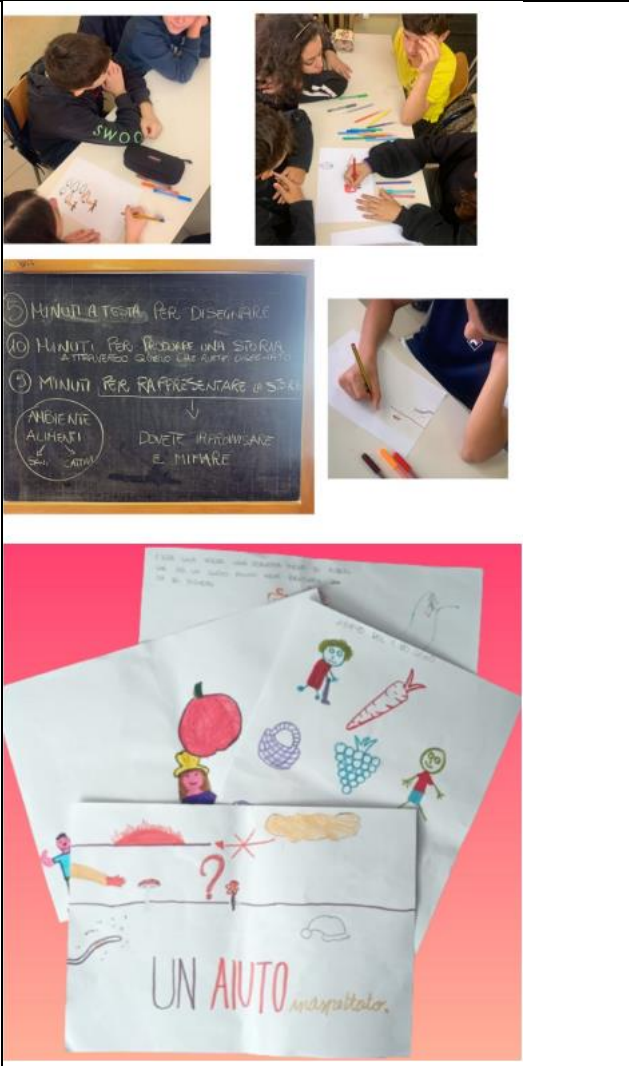
Photo	
Difficulties encountered.	None
Comments from teachers	Through Theatrical Play, pupils have been confronted the new languages of communication, becoming both spectators and actors. The theatre has configured as Social Play in which pupils have learned to communicate with each other and within a group they learn to respect the times of their classmates
Main objectives linked to project's goal:	Pupils were able to communicate, expressing emotions and using the various possibilities that the body language allows, getting involved with dramatization.
Suggestions for future theatre performances	Use recycled objects as decorations for the plays

Visual Expression Technique

Organization	EUPHORIA NET
Country	Italia, Roma
Name of workshop	Picture Relay
Total of workshops	1
Name of school	I.C. MARIA MONTESSORI



Number of students involved	18
Objective of the workshop	<p>To develop and enhance in the student the ability to:</p> <ul style="list-style-type: none"> - to produce, read and understand images and different artistic creations - to express themselves and communicate in a personal and creative way - to acquire sensitivity and awareness towards the subjects dealt with food and healthy habits - Of concentration and critical reflection - to foster the maturation process of the student - To remove emotional filters to learning - To greater expressive naturalness - To Stimulate the ability to communicate globally using appropriately verbal and nonverbal codes - Transfer knowledge about the composition and function of foods - Transfer knowledge in environmental issues
Material used	LIM, phones, colours, and papers
Methodology used	<p>The focus of the activity was on active methodologies and constructive, capable of putting each pupil at the centre of the educational-training process and make them aware of their own behaviour.</p> <p>The activity was carried out for heterogeneous groups of pupils in order to encourage the personalization of work and allow everyone to work according to their own rhythms and their own abilities. In addition, the techniques of Brainstorming, Cooperative Learning, Problem Solving and Peer Tutoring.</p> <p>We based our experimentation on RolePlay by focusing on three pivotal points that we felt made them more flexible and relevant tools: the level of openness of the input offered by the teacher, the content of the tracks, and the degree of personal involvement of the students, in the belief that the effectiveness of a simulation technique comes true only if it is perceived by the learners as a product to whose construction and packaging, they themselves contribute.</p>
Improvisation technique	Visual

Duration	3 hours
Photo	
Difficulties encountered.	<p>Group work was initially difficult because the class was not used to improvisation and the fear of being judged by peers constituted an initial slowdown in the activity.</p>
Comments from teachers	<p>One of the most inspiring moments was during the improvised interpretation of each individual story.</p> <p>The drawing acquired a more explanatory and acquired a greater expressive potential since it was associated with gestures. In addition, learning to think in pictures allowed one to look out, with the support of free creativity, to the world of modern language that kids like so much.</p>
Main objectives linked to project's goal:	<p>At the end of each interpretation by images, some very interesting insights emerged about the significance of the environment and food.</p>

	The colours used -often associated with moods or situations – have specially took on a symbolic value of the images. In addition, the experience of each pupil played a fundamental role by giving different connotations both about interpretation and about what regarding the elaboration of the story. The best result has been to have been able to find the best form of collaboration possible to go through together insecurity.
Suggerimenti per i futuri spettacoli teatrali	Provide a time at the end of each activity when the pupils can reflect on their own "product," on their own and group results achieved and self-assess themselves to try to improve.

Spain

Verbal Expression Technique

Partner organization/school	Ribamar-Seville
Country	Spain
Workshop's name	CHAIN OF WORDS
Number of workshops	1
Name of the School	RIBAMAR
Number of students involved	6 niñas videos + fotos belen 16
Specific objective of the workshop	Verbal expression
Materials used	No material
Methodology used	
Dramatic improvisation technique	Participants stand in a circle. The first player says a word, and the next person must say a word related to the previous one. The goal is to create a coherent chain of words. This exercise helps develop active listening and the ability to build a collective narrative.
Workshop duration	1 hour and a half
Pictures	Video (attached)
Challenges	
Teachers feedbacks	Belén: "The students participated actively and were very motivated by the topic.

	<p>First we opened a debate on sustainability, what it was and what words were related to this concept.</p> <p>A lot of words came up, they copied them on the blackboard and I made a sieve.</p> <p>All this took up an hour of class time.</p> <p>The following week, in half an hour, it was the exhibition, we went up to the roof of the school and each student presented her word, which resulted in a chain of words related to sustainability and the importance of taking care of our planet.</p>
--	---

Visual and body Expression Technique



Partner organization/school	RIBAMAR - Forum
Country	Spain
Workshop's name	PHYSICAL TRANSFORMATION
Number of workshops	1
Name of the School	RIBAMAR
Number of students involved	25
Specific objective of the workshop	VISUAL AND BODY EXPRESSION ACTIVITY
Materials used	No material
Dramatic improvisation technique	Participants move around the space, and when given a signal, they must transform their body and posture to represent a different object or animal. As they progress, they must maintain the transformation in each successive signal. This exercise helps develop physical versatility, characterization skills, and quick responsiveness.
Workshop duration	1 hour
Teachers feedbacks	<p>BELINDA: "We tried to give the students free rein to express themselves in the way they thought best. The main disadvantage we found was that they were embarrassed to express themselves in front of their classmates and teacher.</p> <p>This meant that they all did the same thing, were not original and did not bring out their creativity.</p> <p>I didn't think the activity was very successful, as the main objective, which was for them to be creative and free to express themselves in all their splendour, was truncated by the character of an adolescent girl.</p>

Body Expression Technique



Partner organization/school	Ribamar - Forum
Country	Spain
Workshop's name	ENERGY SHIFT
Number of workshops	1
Name of the School	RIBAMAR
Number of students involved	20
Specific objective of the workshop	BODY EXPRESSION
Materials used	FOOD, DRINKS, TRASH ...
Dramatic improvisation technique	Participants take turns starting a scene with a specific energy (e.g., angry, sad, happy, surprised). During the scene, they must gradually shift their energy, influencing each other. This exercise helps explore emotional transformation and body play.
Workshop duration	1:30 hour
Pictures	PALOMA
Teachers feedbacks	<p>BELINDA: "This activity has been very attractive for students and teachers, as it has given us a lot of knowledge about what they know, know and want about nutrition.</p> <p>It was very striking that some students did not eat fruit, did not know about some fruits such as mandarins or did not know how to peel them. On the other hand, it has also been very important the great involvement of the students in the activity, as they have been involved to the maximum and have carried out the activity perfectly.</p> <p>This type of activity gives us an insight into many aspects of the students' lives, from healthy lifestyle habits to whether or not they are reluctant to eat certain foods or want to stop eating ultra-processed food so that real food can enter their lives.</p>

Main Findings and Conclusions

In all the schools involved in the 8 Ways to Eat to Save the Planet project, very interesting and different workshops were held, depending on the age and aptitude of the students, but also on the culture of the different European countries involved in the project.

The objectives of the workshops, and of WP3 in general, were fully achieved and the diversity of the methodologies in the different countries led to an added value in the development of the project result “Theatre Plays”.

In Denmark for example, thanks to teachers' feedback, it's possible to state that: Regarding body expression techniques, the "Emotion Walk" workshops were very useful in developing **emotional awareness** and **body expression skills**. Students learned to communicate feelings non-verbally.

Among **the obstacles** they encountered, teachers reported the **students' shyness**, hence the difficulty in expressing their bodily expressions and emotions at first, which demonstrates how necessary it is to educate the students, to body and emotional expression. For this reason, the suggestion proposed by teachers is to transform the “Emotion Walk” activity into a group activity, so that the students, from the youngest to the oldest, are more stimulated in motor and expressive activities.

The implementation of verbal expression techniques in Danish schools, specifically the “Improvisation Interview”, was aimed to enhance **verbal improvisation** and **student development skills**. Students learned to think on their feet, respond spontaneously, and maintain consistency in their character portrayal.

The most important feedback the teachers gave was that the **topic was difficult**. This implies that school students are still poorly prepared on the project subject, so there is an increasingly urgent need to raise awareness of environmental sustainability, respect for the planet and a healthy eating lifestyle.

In Ireland, the methodology applied focused on Brecht's improvisation techniques, specifically “Theatre of the Oppressed”. This technique was chosen as a fluid basis on which to develop student's capacity for **mental agility**. Brecht was chosen as it allows students to examine the nature of the theatrical experience while using that experience to explore real-world issues. Theatre of the Oppressed was chosen by Irish teachers as it encourages workshop participants to engage with their **embodied experiences** of an issue and to **articulate those experiences in a creative context**.

The objective of the Plays was achieved: to develop students' knowledge of drama and develop their **awareness of the environmental issues** posed by their food choices.

The **suggestion** given by the teachers is to use this methodology with students who have more or less the same level of preparation, both in terms of training and theatrical





preparation. This is because the methodology is perfect for combining all three theatrical improvisation techniques studied, but at the same time, it requires a greater age and preparation because it is more complex.

In Italy, three different workshop series were implemented based on the three techniques.

Verbal technique implementation allowed students to raise **awareness of environmental protection**, encourage dialogue, reflection and discussion on **environmental issues** and expressing various points of view.

The objectives were fully achieved, as the teachers noticed excellent participation and engagement in the development of creativity. Excellent oral exposition and presentation of work to the class which **increased the self-confidence** of students and also, an excellent acquisition of vocabulary related to the environment.

During the development of the Expression and Body techniques, pupils were able to communicate, **expressing emotions**, using the various possibilities that the body language allows, getting involved with dramatization.

The most interesting aspect was the **readjustment of the activity**, geared towards the development of visual techniques. The activity was carried out for heterogeneous groups of pupils, in order to **encourage the personalization of work** and allow everyone to work according to their own rhythms and their own abilities.

Among the **teachers' comments**, it was noticed that working in groups was initially difficult because the class was not used to improvisation and the fear of being judged by peers constituted an initial slowdown in the activity. This implies that there is still a real need at the educational and pedagogical level to develop these types of activities that **stimulate expressive and emotional growth**.

In Spanish schools, verbal expression activities with students helped to develop **active listening** and the ability to build collaboration **and teamwork**. The feedback from the teachers was in general, very positive: the students participated actively and were very motivated by the topic. This is a real positive aspect, for the realisation of the overall goal of the 8 Ways to Eat to Save the Planet project.

Finally, the students also practised visual and bodily expression techniques, achieving all the objectives set, and showing good **physical versatility, characterization skills, and quick responsiveness**.

Among the teachers' comments and suggestions, it is important for the 8 Ways to Eat to Save the Planet project to note that today's students are not used to a healthy eating style. Teachers stated: *"It was very striking that some students did not eat fruit, did not know about some fruits such as mandarins or did not know how to peel them"*.

"On the other hand, it has also been very important to the great involvement of the students in the activity, as they have been involved to the maximum and have carried out the activity perfectly".

The activity manifested a real change in habits:



“This type of activity gave us an insight into many aspects of the students' lives, from healthy lifestyle habits to whether or not they are now reluctant to eat certain foods or want to stop eating ultra-processed food so that real food can enter their lives”.



Co-funded by the
Erasmus+ Programme
of the European Union