

ETAS PD day Biel, September 23, 2017

Embodying Text – literary interpretation and presentation

Stimulus: Poem *Vegetarians* by Roger McGough

Aim of the workshop

- **Title: Embodying text**
- Having fun with warm-up games that can be used when getting to know a new class
- Creating awareness of our most important tool, our voice as the key instrument in teaching.
- Creating emotional and physical to a literary text (in our case a poem).
- Appreciating the skills of the author by reading the undisclosed details when reading the complete text.

Workshop A2: Saturday, 10.35-11.35

Reasons for doing warm-up activities

- Drama work involves body, mind, soul and emotions.
- The learning process is rooted in movements and physical representations.
- In order to represent a character, the actor must be aware of her/his physical potential.

Getting to know the group

1. 'Raumlauf' – observe room as well as participants. At the stop,
 - a. close your eyes, point to an object that the group leader names
 - b. hold up the number of fingers for (people with dark hair/wearing glasses/wearing jeans/...)
2. Stop and go: the group walks around
 - a. the teacher says 'stop' or 'go'
 - b. the group decides themselves when to 'stop' and 'go' (without speaking)
3. Walk around the room and name a few
 - a. colours
 - b. numbers
4. Walk around the room, aim for a special place, look at it, express a deep sigh of relief.
5. Walk around the room, meet other participant
 - a. hold each other's hands
 - b. deep sigh of relief
 - c. say your own name: "Hi, my name is Nicole."
 - d. partner introduces her/himself
 - e. Both look into each other's eyes, say each other's names, express a deep sigh of relief.

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6. Stop and go (cont.)
 - c. stop and go / freeze (at the impulse from the group) – in turn, each participant freezes, group stands around her/him, person says: “What I’ve always wanted to say is...”

Let sound travel through the room

1. Group in a circle: throw ball, sound must travel until the ball is caught
 - a. say your own name
 - b. say name of the catcher
2. Circle of associations (with words from the poem):
 - (Everybody knows that) – a **carrot** – **screams** – when **grated**
 - (that) – a **peach** – **bleeds** – when **torn apart**
 - (Do you believe) – an **orange** – **insensitive** – to **thumbs** – **gouging out its flesh**
 - (That) - **tomatoes** – **spill** – their **brains** – **painlessly**
 - **potatoes** – **skinned alive** – **boiled** – the soil’s little **lobsters**
 - (Don’t tell me) – **peas** – **ripped** from the **scrotum**
 - the **hide** – **flayed off** – **sprouts**
 - **cabbage** – **shredded**
 - **onions** – **beheaded**
 - Throw in – **trowel**
 - and lay down – **hoe**
 - **Mow** no more
 - **Let** my people **go!**

Working with text

1. Participants spread among the room, eyes closed
2. Teacher reads out poem
3. Partners: draw impressions of the poem, share

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Physical states (Aggregatzustände)

1. Participants receive a copy of the text
2. They read it while
 - a. standing up
 - b. sitting down
 - c. lying down
 - d. running
3. Teacher distributes individual lines of the poem. Participants read it to partner, taking one step back with every line they read.
4. Presentation of the poem (PW)

B2: 11.55-12.55

Mini warm-up

1. Samurai (with extended version)
2. Linklater warm-up

Emotions

1. Painting room with colours (Linklater)
 - yellow
 - pink
 - brown
 - purple
 - black
 - blue
 - white
 - green
 - orange
2. Colour in the words in the poem and read the text with those feelings.

Working with text

1. Write out individual words on pieces of paper.
2. While lying on the back, pick one up and send words up towards the ceiling.
3. Presentation of the poem (with the same partner as at the end of workshop A2).
4. Presentation in front of the whole group

REFERENCES

Linklater, Kristin (2006). Freeing the Natural Voice. Nik Hern Books.