**Participatory Workshop 6: Rehearse**

**Goals**

To rehearse the PERSEIA sketches and to get the global PERSEIA completely designed in all its dimensions: structure, script and dramatization.

**Specific Objectives**

**1.** Let to students techniques to learnt by heart their scripts

**2.** Agreed with all the group the structure and main elements of the global PERSEIA: number of PERSEIA sketches, general script/storyline (connected to students’ interests), the role of all the students, the use of social networks during the PERSEIA and how to make the PERSEIA interactive.

**PERSEIAs guidelines from T2.1 followed:**

General Recommendations: Use of Social Networks / Make PERSEIA interactive

**Description of the Participatory Workshop:**

**Warming Activity (10’)**

Take into account in this section the loss of time due to the organization of the students into the room.

Deliver warming exercises:

Zip/zap:

Students form a circle; they are going to give an energy ball to each other using a precise protocol. The facilitator is in the circle, he or she is the one who will launch the energy balls.

When you give the energy ball to your right neighbour, you shout "ZIP!" and clap your hands in the direction of your neighbour.

When you give the energy ball to your left neighbour, you shout "ZAP!" and clap your hands in the direction of your neighbour.

If you want to give the energy ball to someone who is not your neighbour you point him or her and say "ZOOM! ORIOL" (if his name is Oriol, "PAUL" if his name is Paul, "CELINE" if her name is Céline, etc.)

When you want to give back the energy ball to the one who sent it to you do the "wet cat" and say "FSCHH!!" to the one who send it to you.

These 4 rules are the basic rules of the game. The students have to concentrate in order to process the energy ball correctly. It is a metaphor of the text they have to say on stage.

Then, when they begin to be able to process the protocol, the game gets trickier :-) We forget the energy ball for a while, now they have to send a list of words to each other. The facilitator is the first one to speak, he/she looks at a students and say (for example) "RED" (thus, he started a list of colours). The student has to now look at another one, and say (for example) "BLUE"; this second student now has to pass the list to a third one, and so on...

To do so they have to look at each other.

When you receive a list, it is better to nod to indicate you received it to the one who sent it to you.

The facilitator can send two or three list of words to the group, and the group has to make them circulate simultaneously (examples of lists: countries, cities, names, insults...)

When the group are able to process at least two lists of words... The final! They have to process the energy ball (zip/zap/zoom/fchhh) AND make circulate lists of words AT THE SAME TIME! (The facilitator is still the one who generates it; otherwise it can be very messy!)

This game is a metaphor of acting on a stage: the zip/zap protocol is the text they say to each other, they have to process it. The list of words is the unexpected things that can happen, you have to process it also but you can never know when it will happen to you. In order to be sure that no one is alone in that, they have to look at each other constantly, listen and concentrate on each other.

Brief introduction about the goal of the PW.

**Review of work proposed in previous PW (5’)**

Ask to the students if they learnt by heart the script of their PERSEIA. We must be forewarned that some students do not have completely learnt their script. If yes, move to the next activity. If not, try to motivate them to do it with a brief talk about the importance of the script to deliver a good PERSEIA sketch.

**Rehearsal activity (40’)**

Explain to students a method to learn by heart the scripts. One possibility:

* Divide your script in paragraphs
* Take the first one. Read some times and try to repeat in your mind without consulting the text.
* Once you can do it, try to repeat the text aloud, vocalising. Try to find difficult words or sentences and repeat it.
* Once you can do it, try to repeat the text aloud and dramatizing, performing (use body language, gesticulation, the look etc.)
* Once you can do it, let’s move to the second paragraph and repeat all the process.
* Once second paragraph is ready, try to dramatize both, first and second.
* Then, move to the third, and to the fourth… until all your script is rehearsed.

Split students in SWG.

Let them work on it. Allow students to use their own rehearse methods.

**Development of the students’ PERSEIA** **(15’)**

To get the global structure of students PERSEIA:

* Decide how many monologues are going to be done in each group, depending on the necessities and intentions of the students.
* Define whether there will be the role of a showman to guide the show, and who will play that role (teacher, ECR, SciCom. or students themselves)
* Define how to use social networks or how to make the PERSEIA interactive
* Define with the students how and when is going to be the PERSEIA delivery to their school peers.

**GLOBAL REHEARSAL** **(45’)**

The complete group makes one reharse.

**Work proposal (5’):**

Rehearse until the death.

**RRI learning dimension topics faced:**

Feelings and emotions

Learning to learn skills (learning autonomy, reflective thinking...)

Social and civic competences

Inclusiveness of students

**Students’ transversal skills worked:**

Learning to learn, or the ability to pursue and persist in learning and effectively organise and manage time and information (i.e., self-reflection, scientific method-approach)

Social and civic competences, or the ability to participate in an effective and constructive way in social life (i.e., team work, collaboration, social responsibility of science)

Sense of initiative and entrepreneurship, or the ability to turn ideas into action (i.e., creativity, critical thinking and innovation)