Syllabus

Course Description

Course Title	Theatre of the Oppressed (Lab.) (bilingual)
Course Code	12553
Course Title Additional	
Scientific-Disciplinary Sector	PEMM-01/C
Language	German; Italian
Degree Course	5 year master degree in Primary Education - Italian section
Other Degree Courses (Loaned)	LM-85 bis Education German section LM-85 bis Education Ladin section
Lecturers	dr. Francesca Berti, Francesca.Berti@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/45869
Teaching Assistant	
Semester	First semester
Course Year/s	All
CP	2
Teaching Hours	0
Lab Hours	20
Individual Study Hours	30
Planned Office Hours	6
Contents Summary	The workshop proposes a reflection, through practical exercises, on the potential of Theatre of the Oppressed in primary schools. The exercises and games proposed - with reference to both the theoretical assumptions of Paulo Freire's Pedagogy of the Oppressed and the techniques of Augusto Boal's Theatre of the Oppressed - are set in a "ludic framework" (Bateson) that sees the school as a context proper to the pedagogy of play. Between play and scenic play, the workshop leads participants to the discovery of metacommunication, the message of the I, and circle time. Finally, scenic play, as a possibility of verbal and non-verbal

	communication, is used as a setting for reflection on Nonviolent Communication/Empathic Communication techniques (Rosenberg) in order to enable students - future teachers - to experiment with practical tools for recognising their own and others' emotions and needs, and to foster active communication, participation and cooperation in the classroom. At the heart of the workshop is workshop theatre (Grotowski) as a vehicle for acquiring personal and relational communication skills.
Course Topics	- Introduction to the Pedagogy of the Oppressed - Introduction to the Theatre of the Oppressed - Introduction to the Pedagogy of Play - Techniques of Theatre of the Oppressed (Forum Theatre, Image Theatre, Flic-dans-la-tête) - Basic elements and games of Nonviolent Communication for primary school.
Keywords	Theatre of the Oppressed, Pedagogy of the Oppressed, Play Pedagogy, Nonviolent Communication
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	Didactic organisation: The workshop proposes a practical reflection on Theatre of the Oppressed and the Pedagogy of Play in primary schools. The concept of the school as a 'space of play' is the basis for exercises and strategies of scenic play, drawn from the Theatre of the Oppressed. The exercises and games aim to facilitate conscious identification of one's own emotions and needs, and empathy towards the emotions of others. The techniques of Theatre of the Oppressed thus integrate exercises in non-violent communication. The aim is to promote well-being at school, foster active communication, participation and cooperation. In each meeting, the experimentation of the exercises and games is followed by a moment of reflection and sharing. Particular attention is given to the role of the teacher in conducting activities and circle time, the setting up of a prepared space and the observation of moments of scenic play co-conducted by the children are the central element of the workshop.

Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	- To know the theoretical foundations and history of the pedagogy of the oppressed and theatre of the oppressed; - To know and reflect on play-based approaches and play pedagogy at school; - To address and analyse the broad spectrum of play-based learning and scenic play in primary school: - Recognise and plan play strategies and techniques inspired by Theatre of the Oppressed and Nonviolent Communication to promote active communication, participation and cooperative class Expected learning outcomes Knowledge and comprehension skills - To know the scientific theory and methods of Theatre of the Oppressed and playful pedagogy - To know the relationship between play and learning in the learning process - To know the techniques of Theatre of the Oppressed for the cooperative class Applied knowledge and understanding - Planning, observation and evaluation of scenic play activities and play environments - Being able to use scenic play activities and cooperative play to promote children's participation Autonomy of judgement - Being able to evaluate and improve one's planning - Consciously evaluate and select forms and strategies of play in relation to the needs of the class and the development of cooperation between the children Communication skills - Conducting a play activity independently and moderating reflection in the group - Observing and reflecting on play situations and cooperative group work Learning skills - To independently deepen knowledge about the topic, literature

	and practice-oriented resources - Developing skills for the use of theatre of the oppressed and play pedagogy in primary school
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	Oral exam: - Theories and methods of Theatre of the Oppressed, pedagogy of play and non-violent communication - Reflection on the workshop on the basis of a written report submitted before the oral examination.
Evaluation Criteria	- Clarity of content and structure of the portfolio - Scientifically correct argumentation - Use of additional specialist literature to further the topic - Collaboration in the laboratory.
Required Readings	Handout with texts provided by the lecturer/Handout mit Texten wird von der Dozentin zur Verfügung gestellt: - Boal, A. (2011). *Il teatro degli oppressi. Teoria e tecnica del teatro.* La meridiana / Boal, A. (1985). *Theater der Unterdrückten*. Edition Suhrkamp - Boal, A. (1994). *L'arcobaleno del desiderio*. La Meridiana / Boal, A. (2004). *Der Regenbogen der Wünsche*. Jürgen Weintz. - Freire, P. (2002) *La pedagogia degli oppressi*. EGA Editore / Freire, P. (1998). *Pädagogik der Unterdrückten. Bildung als Praxis der Freiheit.* Rororo Sachbuch. - Gordon, T. (1991). *Insegnanti efficaci. Pratiche educative per insegnanti, genitori e studenti*. Giunti / Gordon, T. (2012). *Lehrer-Schüler-Konferenz: Wie man Konflikte in der Schule löst*. Heyne. - Rosenberg, M. (2017). *Le parole sono finestre (oopure muri). Introduzione alla comunicazione non violenta*. Edizioni Esserci / Rosenberg, M. (2016). *Gewaltfreie Kommunikation. Eine Sprache des Lebens*. Junfermann.
Supplementary Readings	- Sclavi, M. (2003). *Arte di ascoltare e mondi possibili*. Mondadori. - Petillon, Hans (2017). *Soziales Lernen in der Grundschule – das Praxisbuch.* Weinheim: Beltz. - Lorenzoni, F. (2014). *I bambini pensano grande. Cronaca di una*

	avventura pedagogica. Sellerio.
Further Information	
Sustainable Development Goals (SDGs)	Quality education