

Barry Rich

Professor Hawkins

TH 507

28 April 2024

Lesson Plan: Boal for All

SLO: How comfortable do the students feel utilizing Boal's methods and Theatre of the Oppressed?

Overture: Preparing for the Day (15 minutes)

1. Introduce Augusto Boal to the class, his ideology of Theatre of the Oppressed, and Forum Theatre specifically.
 - a. Ask students the following questions:
 - i. How do you feel people can utilize this type of theatre?
 - ii. What do you think it means to be a spect-actor?
 - iii. How can theatre help promote social and political change?
2. Students will be given an overview of Forum Theatre and its rules.
 - a. Students will be reminded about appropriate touching of others.
 - b. Students will begin as spectators and move to spect-actors.
 - c. Students will be invited to step into a scene when they feel comfortable or compelled at first.
 - d. Students will be challenged to do this later.
3. We will do a short warm-up of build a machine to get started.
 - a. We will think of a certain machine.
 - b. Each student will join the piece and become part of the whole.

- c. The game will cycle a few times before we move into the forum.

Act 1: Teaching and Learning (30 Minutes)

1. Using actors from my upper-level courses, they will perform a scene wherein social injustice/oppressive action occurs.
 - a. I will act as the facilitator for the activity.
2. Students will view the performance, and then, they will have the ability to discuss what they saw in the scene.
 - a. They may come up with an idea about how they might impact the scene if they took the place of one of the actors or added an additional actor to do so.
3. The performance will be repeated, and audience members can step into the scene at any time they want to replace or add a character.
 - a. Students will be given the option to call a moment out and stop the performance.
 - b. This may be best done at the beginning.
 - i. However, the way the moment is chosen will be dictated by the class itself.
4. The spect-actor will continue the scene and hope to resolve the social injustice/oppressive action.
5. These insertions and moments may repeat to see how this situation might be resolved in multiple different ways.
6. At the end, the spect-actors and actors will be applauded, and we will all move to our decompression step.

Act 2: Reflections on the Day Readiness for Tomorrow (5 Minutes)

1. Circling up and decompressing.

- a. Students will be asked to discuss their comfort with the activities and how they understood Boal being used.
 - i. Each student is given an opportunity for response either in discussion aloud or by writing it down.
 - ii. Written responses will be read aloud without mentioning names to offer a collective idea of how people are feeling.
 - iii. Students will be asked to examine a specific improv activity and to explain how they might see this being useful for their own exploration of acting or for the stage.
- b. For homework and to prepare for the next day, students will be asked to write a reflective piece about their experiences with Forum Theatre and Boal.
 - i. They will be asked to explain how it made them feel.
 - ii. They will be asked to examine what their takeaways from this were.
 - iii. They will be asked to consider a problem that they might want to dive into and create a Forum Theatre piece with their classmates to perform and interact with.

Finale: Homework (Out of Class)

- 1. Students will write a journal entry about how Boal and Forum Theatre made them feel.
- 2. They will be pushed to express the successes of the day and what they thought they took away from this.
- 3. They will develop ideas of other social injustices/oppressive actions that we might wish to develop a Forum Theatre piece from.

- a. These will be used to create a future class endeavor to practice Forum Theatre with them from both actor and spect-actor positions.