



Cap sur l'école inclusive
en Europe



Best practice

Puppets theater

Section of the module /E

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1 Context

The students in the 3rd elementary class of C.S.E.I. Elena Doamna and the Ion Basgan School from Focsani are the beneficiaries of the "Young Actors" educational partnership project proposed as an alternative to leisure. It actively involves the project partners in creative, expressive, imaginative and energetic activities. We have come to the conclusion that theater - courses, as well as and the vision of shows are an effective way to boost children's self-esteem and self-esteem, combat timidity, stage fright and put their creativity and imagination at work.

Theater classes encourage interaction with other children, cooperation and the creation of situations where the child must respect the rules, learn to control his emotions and impulses, control them and channel them to positive action.

Another advantage is that by playing a role that the child expresses not only verbally but also by gestures and mimics, he learns to control his movements and gestures and to use them in certain situations, which gives him an essential body expressivity.

2 Objectives.

The objectives of this good practice are:

- To develop the ability to receive the message of a theatrical performance
- To develop the ability to interpret a role with puppets
- To develop creativity by making the specific elements of the theater: puppets, masks, decorations
- To develop the cooperative capacity to organize a puppet theater play
- To develop confidence and self-esteem by interpreting roles

3 Development of the " Good Practice".

The participation of children in activities is in line with their choices, becoming aware of their own training. The first contact with a new piece is a small party for the group of small actors, the way this first "sample" unfolds depends on their enthusiasm for the next rehearsals.

A business plan has been developed, which has become functional in terms of education, the planned actions being subordinated to the objectives pursued.

The materials used were very varied: puppets, masks, sets, costumes, posters.

1st stage -September - December 2016

Every Thursday, from 4 pm to 6 pm in the ceremonial hall, students from both schools meet, doing the following activities:

- watching children's plays;
- exercises to read / listen to children's plays;
- exercises of expression in a coherent and expressive form of their own opinions, feelings, on the facts and actions of the characters;
- the correct wording of the message detached from the presented piece;
- role plays on various topics, accessible to children;
- exercises-dialogues of construction of games;
- diction exercises
- simulation exercises and gestures;
- exercises-game to play feelings, actions or objects with gestures and imitators

The students also visited the Focsani Municipal Theater, watched performances and met the actors.

2nd stage -January - March 2017

- make simple decorations from different materials;
- configure masks / dolls / puppets suitable for the pieces presented

3rd stage - April - May 2017

Theatrical performance:

- role plays (with different themes)
- recitations of poems, fables
- known stories - dramatized verses
- fun scenes

4th stage - June 2017

- participation of students in the National Theater Competition for Children in Iași, "Prichindeii veseli", presenting a puppet theater, "The giant radish".

4/Evaluation of the activity

- We followed how children put their skills and abilities into practice, use their imagination, develop their relational and communication skills, and aesthetically they develop their creativity and sensitivity, managing their emotions and gestures.
- The implementation of the project has had an impact on:
- Target groups:
- students - individual academic progress and reinforcement of the cohesion of normal and S.E.N.
- students- the application of the principles of inclusion in mass schools, in the development of inclusive education projects;

- parents - change of perspective on the need to get involved in the education of children;
- the school as an organization - increasing institutional capacity, expanding partnerships, increasing the prestige of the community;
- the school community - the acceptance of the principles of inclusive education, the valorization of the results of the project through the transfer of good practices;
- the social community - acceptance of the concept of inclusion and appreciation of diversity, condemnation of the principles of isolation and segregation of children with S.E.N.

5/Limits.

By learning the role of the plays and staging them, the children used their memory, their creativity, their attention and were stimulated intellectually. The theater has helped to stimulate the imagination of children, who, with the knowledge acquired, helps them realize their dreams, their ideals and their projects, whether the field of activity is science, technique or art.

The fact that the two schools are located at a significant distance, some students abandoned participation in all activities, so continuity and consistency in the preparation could not be assured.

The teachers involved in the project also had other responsibilities, which led to participation in rotation activities. The lack of sponsors has made the materials to make sets, puppets difficult to acquire, sometimes of poor quality.

6/Perspectives.

Since students and teachers considered theater as a form of therapy through art, having great power, they suggested studying during the 2017-2018 school year, a theater class, "Little Actors" ".

We would like to continue theater and pantomime activities as part of the complex and integrated therapeutic activities as well as the participation of students with theatrical performances in school celebrations and specific puppet theater competitions for students.

