

ORAL NARRATIVE *AND* EXPRESSION WORKSHOP*



* for disabled people

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BASIS OF THE WORKSHOP

The oral narrative workshop is based on these important areas:

Contact and group seeks to encourage a good relationship from the first moment in which the group is created, and consequently maintain and increase it; all of this with the purpose of a positive influence in the final output of the workshop.

Voice and text helps build awareness of limitations that are often ignored. At the same time students work on the way they release themselves and become responsible for their own vocal learning. For this, they develop some exercises in postural, breathing, and articulation training.



Body and movement wants to achieve a physical balance that allows people to move, walk, gesticulate...in a natural and harmonious way. The exercises performed in this area will help to develop the oral expression of dramatic character, no matter if it is outgoing, introverted, nervous, or calm.

Improvisation and narrative techniques develop exercises in three different areas: groups, couples and monologues. This order allows the sensation of narrating in a group, with two voices, and finally - and extremely difficult - all alone on stage.



GENERAL OBJECTIVES

Providing people with skills in order to express themselves orally and fluently, as well as telling stories. To that end, there will be activities in the workshop (a) to promote positive emotional bonds (b) to potentiate active listening as the beginning of the communicative event, (c) to stimulate the expression of emotions and reflections (d) to potentiate talents and personal concerns (e) to encourage the values of living together (f) to promote the establishment of achievable objectives (g) to provide access to the oral and written documentation about oral narration (works and storytellers) (h) to facilitate meeting with professional storytellers that will visit the centre throughout the course (i) to facilitate access to competitions, festivals and general experiences with the story as the main character.



SPECIFIC OBJECTIVES

Self control and personal well being

- Focusing attention on one's own body, recognising its sensations.
- Relaxing muscle tension.
- Expressing emotions.
- Developing feelings of gratitude.



Skills for communication

- Exercising active listening and reasoning.
- Enriching the memory with simple explanations of objects and materials.
- Describing and realising one's own perceptions.
- Expressing thoughts.

Skills for working in a group

- Paying attention to the people who are speaking.
- Paying attention to speaking time.
- Summarising the main ideas of a session.
- Exposing ideas in groups in an organised way.
- Reaching an agreement in groups.
- Working in groups in an independent way and assuming different roles.



Skills of autonomy and self-management

- Choosing an activity in the time dedicated to open activities.
- Observing, experimenting and reasoning in the open activity.
- Learning to say "no" to inappropriate questions from others.
- Expressing personal wishes.

Orality and narration

- Putting what they want to express into words.
- Describing.
- Playing with sounds and the sonority of words.
- Improvising imaginary situations.
- Putting ideas into a harmonised order.
- Inventing stories from a proposal.
- Discovering one's own skills to reproduce stories.
- Telling stories.



RESOURCES: materials

- Classroom with individual working tables and chairs
- Audio and video systems
- Mirror
- Blackboard
- Puppets
- Characters and words game
- Telling stories game
- Documentation books
- Instruments for a sonorous environment

CALENDAR

Two lessons per week
1 hour and 30 minutes each



During the sessions different group dynamics techniques have been used, all of them based on María Montessori and Gianni Rodari works, whose pedagogic models potentiate individual

capacity, the emotionality, creativity, playfulness, and, especially a deep respect of and for the student. Individual relaxing techniques have been adapted, as well as theatrical improvisations and vocal work, in order for them to function in groups.

Taking into account the following directions:

- We follow a planning methodology focused on the person; for this reason individual objectives are related to personal skills.
- Participation of everybody in the choice of topics, to work on improvisations and group narrations.
- Group activities have little written content, but they are very important.
- Use of puppets, games, music and instruments to create sonorous environments as support and as part of the content.

Each month, there will be a storyteller who will celebrate taking part in the tales. On the day of their contribution we will speak about them and their work with more detail than with the other storytellers of the month. Besides this, the stories during that time will be, in some way, related to the honoured storyteller and their work. Workshop users and the teacher will form a quarterly assembly to evaluate the workshop.



EVALUATION INDICATORS

General indicators:

- Number of sessions
- Percentage of attendance
- Involvement of the student
- Participation of volunteers or trainee staff in the workshop



Structure indicators:

- Organisational improvements identified by the workshop.
- Number of incidents that occurred and incidents that were solved in the workshop.

Outcome indicators:

- Evaluation of impact in the open communication of all the users, which is reflected in their level of listening, oral expression and skills of telling.

Process indicator:

- Suggestion box for the workshop, available throughout the course.
- Quarterly evaluation with users about the workshop.



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