

# **Community Empowerment: Interactive Theatre Production and Service Learning**

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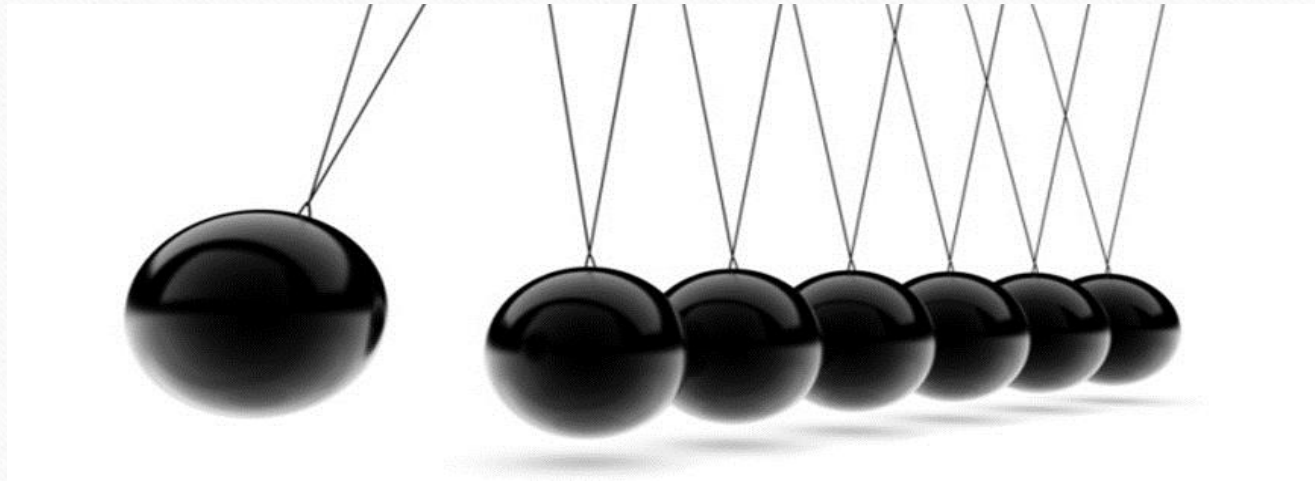
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# Background

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- Every object in a state of uniform motion tends to move remain in that state of motion unless an external force is applied to it (Newton, First law of motion).





# Trends in the Art World

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- L'art pour l'art ( art for art sake)
- Relational aesthetic
- From studio to situation
- Deep immersion in the social world

## Boal's

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- theatre can be a tool to reflect, transform and educate people through his book *Theatre of the Oppressed* (1979)

## Carver's

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- Carver (2009), “SL develops student abilities as change agents, gives them a sense of belonging and foster the development of competence” (p.149).



# Theatre Performance to create agent of change

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- This paper is examining theatre performances project that involves University students, Senior High School students and drop out youngsters who engage in a service learning program.
- The purpose of the project is to enable the participants to identify their challenges and try to come up with a possible solution. It will not solve the problem directly but at least it will give opportunity for them to discuss and to realize the challenges that they face.
- The knowledge will help them involved to be Agents of change

# Forum Theatre

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- Forum theatre is a “way of using theatre to make sense of life and as a means of giving people the strength and confidence to overcome their oppressions” (Boal, 2005, p.xxiv).



## Leda Cooks and Erica Scherer “Assessing Learning in Community Service Learning: A Social Approach”

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- “Actions are always meaningful and meaning is made in (inter)action with others; the process of meaning – making is itself empirical, just as outcomes are social facts”. I use this perspective to help me assess not only the result but also the process of the project through reflections of the students involved and the tutors. Every choice that they make represent something that they think about.



# Methodology

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Kemmis and McTaggart in their article “Participatory Action Research: Communicative Action and the Public Sphere” (2005)

PAR has three main principles:

- Shared ownership of research projects
- Community based analysis of social problem
- An orientation toward community action
- Interview, Focus Group Discussion and reflection

# Description of the Project

<b>HENDRIKUS HIGH SCHOOL</b>	<b>PETRA LITTLE THEATRE</b>	<b>PONDOK KASIH</b>
16 – 18 Years old High School Students	18 – 21 Years old University Students	16 – 21 Years old Students, Drop Out
Middle to upper class	Middle to upper class	Lower class



# Activities

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- 14 meetings @ 2 hours
- Writing the Script
- Acting
- Theatre production

# Writing Process

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- 4 Meetings are dedicated to build trust, brainstorm the ideas and start writing
- Successful stories: Hendrikus High school and Pondok Kasih
- Unsuccessful Story: Petra Little Theatre



# Issues

Hendrikus High School	Petra Little Theatre	Pondok Kasih
Peers bullying Minimum attention from parents cause angry teenagers who now trying to get attention from school by doing negative things	Problematic students who do not have initiative and teamwork capability	Begal (Motorcycle robbery) to get money Pickpocket Domestic Violence

# Issues

Hendrikus High School	Petra Little Theatre	Pondok Kasih
<p>Peers bullying Minimum attention from parents cause angry teenagers who now trying to get attention from school by doing negative things</p>	<p>Ignorance. We do not care about free sex, drugs, commercializing body, plagiarism</p>	<p>Begal (Motorcycle robbery) to get money Pickpocket Domestic violence</p>



# Acting

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- Participants: They are learning the Given Circumstances and GOTE
- Acting class students: They are applying the knowledge that they have on the two subjects above

# Production

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- **Participants:** Learn how to manage the theatre performance, starting from artistic team like costume, make up, lighting, setting and property design to management team like publication and documentation team, stage manager, management and marketing.
- **Acting Class students:** They are forced to adapt and learn together with the participants to make sure that the production can run smoothly



# Product

- 20 - 30 minutes theatre performance
- At the climax crossroad, the main character stops and ask the audience which way s/he needs to take
- The audience is challenged to engage in a discussion and decide the solution



# Reflection: Targetted group

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- Able to identify their challenges and communicate these
- Able to exercise their capability to find solution
- Able to use acting skill and other skills to produce a theatre performance
- Improving their team work, communication, social skills



# Acting Class Students:

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- Able to apply the skills that they learn
- Learn other skills related to theatre production
- More confident
- Respect other better
- Know how to handle differences, prejudice and assumption
- Able to communicate with those who are not in their circle



# Conclusion

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- The output is clear but it takes time and longitudinal studies to see the outcome.
- Targeted group has awareness to be able to see their challenges and feels more comfortable in discussing them. They also can come up with possible solutions.
- Acting students has a better understanding on the skills that they need to master, know other skills related to theatre production, communication skills and able to accept differences.
- Can they really be agents of change?