

## **Glossary of Applied Theater Conventions/Activities**

### **Specific Tools to Teach to and Use (Explicitly) with Learners**

**Image/Tableau:** Frozen picture created by participants to show a situation, relationship or idea. It can be literal or abstract.

**Question Rounds:** Participants repeatedly go around the group, sharing questions that arise when examining a subject/item/image.

**Thought Tracking:** Articulating the inner or unsaid thoughts of a character in a non-verbal scene.

**Line/Dialogue:** Any words or sounds voiced aloud by characters in a story or drama.

**Object Theater:** Participants take on the role of an object, and speak the thoughts or dialogue the object might have within the context of the situation.

### **Strategies to Use to Engage Learners**

**Mantle of the Expert:** Generative devising technique in which participants are brought into a specific role and are treated like experts within the world of the scene.

*(Example: if imagining a scene in the White House, the facilitator might direct participants to confirm that "the building is secure"; this immediately places the participants into the role of Secret Service agents, and empowers them with expertise of security within the scene).*

**Role on the Wall:** Generative brainstorming activity in which participants collect words to describe/define the character in question, using an outline of a person drawn on a wall/surface). Internal and external traits are specified physically on the wall within and outside of the character outline.

## Observations & Inferences: Whole Group Artifact



Make Observations:

What do you notice about the people in the image?

Make Inferences:

Based on your notices, who might these people be?

What kind of job or activities do they do?

Focus on a clothing item.

What might that clothing item be thinking?

How might it feel about the people and other clothing in the image?

What might certain clothing items be saying to each other in this moment?

## Final Reflection

How did your group end up choosing this dialogue for your image?

What other group's dialogue made you think about the historical image in a new way?  
Why?

The next time you see a historical image, what might you do to better understand it?  
Why?

**Workshop Educator Evaluation:**

Please complete the prompts.

1. One activity that was really engaging was...  
because...
2. One activity I will use in the future is...  
because...
3. One activity I will probably not use in the future is...  
because...
4. Something I would like the facilitators to know is...

*Thank you so much for your participation and creativity!*