



THEATER IN THE SERVICE OF DEVELOPING CRITICAL THINKING

Target group	Adult learner
Setting	<ul style="list-style-type: none"> • Frontal lecture • Group work • Plenary
Time	90 minutes

This exercise is just an introduction, the basis for a long and dedicated process that can take up to several months if participants want to create a play that can be performed. The presented exercise aims only to tickle the imagination of the participants and to draw the basic contours of what could be born from this approach.

MATERIALS NEEDED	
MATERIAL	Y/N
Projector	Y
Flipchart	N
Printed handout	N
Other (please specify): Papers and pencil	Y

PREPARATION

- The first part of the exercise - designing the content - requires papers, pencils, imagination, critical thinking.
- The second part of the exercise - performance - requires a large room, props, scenography, rehearsal time.
- Note: this exercise is just a simulation, an attempt to taste the process of creative creation.
- The potential of method and approach is in creating a serious product that will influence the development of critical thinking of those who watch the play, but also the development of divergent, creative, and critical thinking of those who create content.
- The potentials of this method are numerous - it can include public talks, forums, research on the topic through art and texts, to a purely personal perception of the topic. At different stages of the process, it is possible to open new conversations, dialogues and approach the problem from different angles.





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METHOD / PROCESS DESCRIPTION

Frontal lecture/Trainer lecture -> preparatory phase

A brief presentation of several theatrical methodologies that can be used in the development of critical thinking.

- Examples of good practice

Work in groups -Execution, thinking, looking at problems from different angles, creating content (writing), playing and practicing

The division into groups , practicing Verbatim theatre

Each group has the same topic but needs to think about the problem from a different perspective (eg -theme of corruption, making up stories of different actors who have different experiences with corruption (positive and negative))

Assembling stories as a whole with other groups; performing the content

Plenum - Performance

Giving feedback- Discussion

LEARNING GOAL(S) OF THE ACTIVITY:

On a creative thinking level

- Promotion of linguistic competence
- It accelerates the perception of problems from different angles.
- It develops the imagination and it's fun.

In terms of critical thinking

- It increases critical thinking as it seeks to view the problem from different angles.
- Finds the pros and cons of the problem.
- Recognizes and magnifies various social or individual problems.
- It influences the development of critical thinking in the one who creates the content, but also in the one who perceives the content.





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LINKS TO CREATIVE, DIVERGENT, AND CRITICAL THINKING:

Using theater and drama as methods to develop critical thinking is a fun, educational, and receptive technique that allows participants to view the problem from multiple angles while trying to have fun and think. Those methods develop first of all critical thinking both in the one who creates the content and in the one who perceives it because it clearly shows the differences in perception, sheds light on the problem, and approaches it from different angles.

