CHAPTER IV

INTERVENTION PROGRAM OF THE STUDY

4.0 INTRODUCTION

This chapter gives the details of Intervention Program of the study related to The Effect of Theatre Education Activities on Emotional Intelligence, Moral Judgment and Theatre Proficiency of Secondary School Students. This Intervention Program developed by the Researcher. This intervention Program has Theatre Education Activities mainly like Theatre games, Role Plays and Improvisation. The establishing the content validity of the Theatre Education Activities Intervention Program, the activities was submitted for experts’ evaluation. The experts evaluated the activities as suitable for measuring Theatre Education Activities Intervention Program.

4.1. GROUND LAID FOR THEATRE EDUCATION ACTIVITIES PROGRAM

The Theatre Education Activities Program employed in the research was at first discussed with the guide and subject experts and based on their advice and insights the activities of the program were designed. Basically, Theatre education activities are of two types: Theatre in Education and Drama in Education. In this study, the researcher had chosen the latter. Among the various activities that are there in Drama in Education type, only three of them were used in the study namely: Theatre games, Improvisation and Role Play. According to the suggestions made by the subject experts, only a selective kind of items of these three activities which will enhance the Emotional intelligence, Moral Judgment and Theatre Proficiency were adapted in the program.
4.2. PILOT STUDY OF THE THEATRE EDUCATION ACTIVITIES PROGRAM

The objectives, examples, exercises and activities thus included in the theatre education activities were discussed with the guide, subject experts, and teacher educators and subjected to pilot study on the students of ninth standard to ensure the following:

- The feasibility of the theatre education activities program.
- The suitability of the theatre education activities program.
- Adaptability of the theatre education activities program.
- Attainability of the objectives.

A government school in Mysore city was selected to take up the study after seeking the permission from the headmaster of the school to introduce these activities to the students of standard IX and make them engage with the same. This activity was continued for a period of 15 days with 50 students involved.

Before indulging students’ into such activities the researcher kept in mind the following basic principles and facts:

- Every child in the group is different.
- Comparing with one another is not good and should not be done.
- As the children come from different social strata, their psychology also differs.
- A Researcher should take children into good terms and be friendly.
- There should be scope for learning, and no rigid rules of stereotype should be followed.
- Children should be appreciated for their venture.
There should be no inhibition about classroom.

Encouragement through good words.

Giving moral and emotional support.

Motivating them by telling ‘you can do it’ ‘you have done a good job’ will boost his/her enthusiasm.

Proper instructions about the game to be given prior to the beginning of games.

4.3. THEATRE GAMES

Theatre games generally fall into one of the three categories: physical, verbal and concentration some will overlap and others will not be so clearly defined but, these three definitions apply to the majority of Theatre games.

Students learn a tremendous amount from playing games and Theatre games are just a natural extension of students’ normal play behaviour. The difference, however, is that Theatre games will also teach the participants to understand rules, instructions and acceptable modes of behaviour. They also help to build confidence in those who are shy or reluctant, and will often reduce aggressive behaviour. Theatre activity is a group activity where in every individual play important role with lot of co-ordination and team work to achieve a set target of theme to convey to exact meaning to the ordains.

The researcher in this study adopted these selected Theatre games with an objective to bring the students to a learning environment required for the further activities employed in the research. The various theatre games played by the students helped them to become free from their physical, mental and moral inhibitions. This
further helped the students to realize the significance of team work, which was one of the intended ideas of the activities employed.

4.3.1. Games Employed in the Study

Following are the games employed in the study

1. **DO YOU LOVE YOUR NEIGHBOR?**

Objectives: After this game the child will be able to,

- Focus attention to the aids
- Children acquaint with each other

Procedure:

a) Arrange chairs in a circle; one chair per person playing, minus one. b) One person stands in the middle of the circle and approaches a person sitting in the circle and asks: "Do you love your neighbor?"

b) If that person answers: "Yes, I love my neighbor," the two people sitting on either side of him/her, quickly tries to exchange seats before the person in the middle sits in one of their chairs.

c) If they answer "No," they continue with, example: "But, I love everyone who has brown eyes". Everyone in the circle with brown eyes finds a new chair.

2. **THE MACHINE**

Objectives: After this game the child will be able to:

- Work along with a community to create something new.
- Work creatively.
- Show concentration in work.
Process:

a) Start with one student making a noise and a simple repeatable gesture.

b) When the student has a rhythm and another student has an idea for a movement which connects to the first gesture that student joins the first student by making a new noise and movement which connects to the original gesture.

c) Each student joins in with a new noise and gesture and connects to the others in some way until all students are involved in creating the machine.

Evaluation:

1. What did you imagine the machine you created was?

2. What was your part in making it?

3. How could we make the machine better?

4. Was it difficult to keep your concentration until everyone was creating the machine?

VARIATION: Decide on a type of machine and then have everyone create it together—everyone starts at the same time.

3. BIG BOOTY

Objectives: After this game the child will be able to:

- Focus on his task.
- Think quickly about a task
- Understand the need to build a group while approaching a task.

Materials: species class room
Process:

1. Discuss how people behave differently when they go to different events. Demonstrate the concept by asking the students to pantomime how they would act if they went to see a play. Then have them pantomime how they would act while at an ice hockey game.

2. Ask for four volunteers and show them a card. The object is for them to pantomime the event with enough specificity that the rest of the class can guess where they are.

3. Once they guess, ask for another four volunteers and hand them a new card.

4. Repeat the process until everyone has had a chance to participate.

4. CIRCLE COUNTING

Objectives: After this game the child will be able to:

- Acquire a better sensory awareness.
- Realize the importance of trust in teamwork.

Materials: species class room

Process:

1. Have the students get into a tight circle where everyone is touching shoulders and is inside it as far as they can go.

2. All the students should close their eyes. The goal of the exercise is for the group to count from 1-20, or whatever number prescribed to them.

3. One person begins by saying “1,” then another says “2,” until the group makes it to 20. If 2 people say a number at the same time then the group must start over at 1. No one is assigned to a certain number and there is no prescribed pattern. The goal is to get the group thinking as one so that they can get through the entire exercise.
5. **CIRCLE WALK**

Objectives: After this game the child will be able to,

- Acquire flexibility with body movements.
- Acquire a better sensory awareness.
- Understand the need to build a group while approaching a task.

Materials: species class room

*Process:*

1. Ask the students to stand in a circle facing one direction and to start walking together.

2. As they walk, ask the students to soften the focus of their eyes so that they are aware of everyone in the group even the person behind them.

3. Ask the students to work together to establish a rhythm so that they are walking in time with one another and in the exact same way (e.g., same foot forward).

4. The students now need to work together and maintain awareness of the whole group to do the following actions: speed up the pace, slow down the pace, stop, restart, jump at the same time, turn around and go in the opposite direction.

5. It may take a long time before they are able to do these actions without being aware of who is initiating them and who is following, but the purpose is to be so aware of the others that everyone does the movement at the same time.
6. **COLOMBIAN HYPNOSIS**

Objectives: After this game the child will be able to:

- Acquire flexibility with body movements.
- Acquire a better sensory awareness.
- Realize the importance of trust in teamwork.

Materials: species class room

*Process:*

1. Have the group get in pairs, one being A and one being B.

2. A begins by holding her hand in front of B’s face, about 6 inches away.

3. A then begins moving her hand slowly and B must follow the hand with her face and body to follow, trying to always keep the distance between their own face and partner’s hand at 6 inches.

4. A can switch hands if need be – if her arm is tired or to get around an obstacle.
   It is always important to be safe and respect your partner’s abilities while still being challenging. This exercise will begin to move around the room, so be sure to watch for others so as to not run into anyone.

5. Then have B lead, following the same steps and guidelines.

7. **COMPLETE THE IMAGE**

Objectives: After this game the child will be able to:

- To be quicker in thinking about a task.
- To show more flexibility in his body movements.
- To work creatively while approaching a task.
Materials: species class room

Process:

1. Begin by getting the class into a circle.

2. Two people volunteer to create a tableau in the middle of the circle. It does not have to pertain to anything or mean anything, just two people creating an image together in the space.

3. Then another person from the circle steps in and taps one of the people in the tableau. The person that was tapped steps back out into the circle and the new person assumes a new position creating a new image with the person in the middle.

4. This continues with everyone in the circle participating by stepping in to the image at least once.

Variations:

This can be done with a theme as well, with all the images being created surrounding one certain topic. Also, it can be done in groups of three or more.

8. **KNOT**

Objectives: After this game the child will:

- Acquire improved skills at speech.

- Realize the importance of trust in teamwork.

Materials: species class room

Process:

1. Split class into 2 or 3 groups.

2. Each group forms a circle. Everyone holds out their right hand and grabs hold of another person’s right hand. Then everyone holds out their left hand
grabbing hold of a different person’s left hand. You cannot hold the hands of
the person on either side of you.

3. The goal is to unwind back into a circle without letting go of hands. It is okay
to adjust the grip as you unknot. The exercise is best when done silent, but
sometimes talking is needed at the end if it is particularly difficult.

9. MACHINE-2

Objectives: After this game the child will:

- Acquire improved skills at speech.
- To work creatively while approaching a task.
- Understand the need to build a group while approaching a task.

Materials: species class room

Process:
1. One student starts in the middle of the room and begins a sound and a
   movement.
2. Then another student adds on with her own sound and movement.
3. Every student watches and listens and eventually adds on to the machine until
everyone is a part of the machine.
4. The teacher can then direct them to speed up, slow down, get louder, get
   softer, etc.

Variations:

The machine is a great exercise to do with specific topics or themes, e.g., a
machine of happiness, anger, Greek tragedy, Fosse dance style, prejudice.
10. **MARTHA GAME**

Objectives: After this game the child will be able to,

- Think quickly about a task.
- Acquire flexibility at body movements
- Work creativity.

Materials: species class room

**Process:**

1. Ask students to stand in a circle.

2. One person runs into the center of the circle and forms a statue with her body and says whatever she is (e.g., “I am a tree”).

3. The next person immediately runs out and forms her body into a statue to add to the picture and announces what she is (e.g., “I am a bench under the tree”).

4. Each person adds to the picture until the whole group is in the picture.

5. Start again.

**Variations:**

Make it a moving or talking picture.

11. **MOVE AROUND THE SPACE**

Objectives: After this game the child will be able to:

- Acquire skills in body movements.
- Show creativity at work.

Materials: species class room
Process:

1. Have the students begin moving freely around the classroom or designated area.

2. As they continue to move around the space remind them that they are not interacting with anyone, they are only worried about themselves.

3. Begin side-coaching the students to move around the space in different ways.

4. For this exercise, use ideas like, “Move as if you were wearing a corset that is too tight,” “Every step is extremely important,” “You are wearing very fancy clothes,” “You have never moved before (abstractly),” etc. The idea is to get students moving in ways that may represent theatrical eras or genres.

5. When finished, have the students shake it out.

Variations

There are many variations; the one above is just one of them. You can use any theme or idea to direct the students to move in a certain manner or viewpoints.

12. PASS THE PULSE

Objectives: After this game the child will be able to,

- Acquire a better sensory awareness.
- Focus while working.

Materials: species classroom

Process:

1. Have the group stand in a circle, hold hands with their neighbors and close their eyes.

2. One person, preferably the leader, but it could be a person designated by the leader, starts a pulse by squeezing the hand of ONE of her neighbors.
3. Once that person feels the pulse, she squeezes the hand of her neighbor and so on and so on until the pulse returns to the person that started it.

Variations:

- Start multiple pulses in the same direction.
- Start pulses in opposite directions.

13. **SHAPES AND NUMBERS**

Objectives: After this game the child will be able to:

- Think quickly while working on a task.
- Work creatively.

Materials: species class room

Process:

1. Explain to the class that you will be calling out a number and the name of a shape. They are to, as a class, form the shape with their bodies in the amount of the number called as the teacher counts to 15 (e.g., the teacher calls out 3 triangles – the class must form three separate triangles).

2. There is to be no talking or pulling people around. Ensure that there is a safe environment.

3. Start out with an example and then begin the exercise simply.

4. As they get better, count only to ten or make the amount or shapes more difficult.
14. **STATUS**

Objectives: After this game the child will be able to,

- Acquire skills at group building.
- Acquire communication skills.

Materials: Deck of playing cards

*Process:*

1. The point of the game is to find out what card is stuck to your forehead.
2. Each student will place a card on her forehead facing outward.
3. Then the students walk around the room, interacting with one another as they would if the numbers on the cards indicated level of popularity, social class, etc.
4. Ask the students to line up in order of what they think is on their cards (Twos are low, Aces high).
5. Discuss the exercise and its implications.

15. **SUN SALUTATION**

Objectives: After this game the child will:

- Have improved flexibility at body movements.
- Have a improved energy level

Materials: species class room

*Process:*

1. Start in the prayer position.
2. Stretch both hands upwards.
3. Bend at the waist bring hands to the ground, make a flat back.

4. Lunge with left foot back and looking up.

5. Bring leg back up making an inverted ‘V’ (with butt in the air), scoop head then chest down to the ground and up with legs on the ground and pushing up on arms.

6. Lunge again, bring leg up and stand bent at the waist with hands on ground.

7. Stretch arms together out and up to almost back bend, and then back to prayer position.

8. Each movement should be on an inhale or exhale, concentrate on your breathing. Do the movements twice together, then everyone three times on their own.

16. **TRUST CIRCLE FALL**

Objectives: After this game the child will:

- Communicate their ideas in a better way.
- Realize the importance of trust in teamwork.

Materials: species class room

*Process:*

1. Have the students get into a circle, or depending on size, 2 circles. The circles need to be the right size so that they can support someone standing in the middle.

2. One student stands in the middle of the circle, crosses her arms over her chest, closes her eyes and then falls with her legs and waist staying straight.
3. The students in the circle always stand with their hands in front of them ready to support the person in the middle and pass her around or back and forth in the circle.

4. This exercise needs to be gentle and somewhat slow so as to build the trust necessary.

5. Continue until all students who want to be in the middle have had a turn.

17. **PAINTING THE MUSIC**

Objectives: After this game the child will:

- Acquire emotional knowledge.
- Acquire better listening skills.
- Gain creative thinking

Materials: Music Player, Painting, Painting sheets, Painting brush

*Process:*

Researcher asked to everyone to find a comfortable spot and sit. They were told to imagine having a big easel in front of them, with a new blank canvas on it. In their hand is a palette with every color of paint they can think of.

Music was started and they will listen to the music. They are told to listen especially to the feelings in the music. How does this music make them feel? What do they think it is about?

As they listen to the music, they begin to paint what they hear. Some of them will painted pictures, but some just painted colors and shapes. They are told to paint whatever they hear, listen to the changes in the music, listen for characters and events.
When the music came to an end, all the students were asked to finish their painting and take it over to a wall and hang carefully.

4.4. IMPROVISATION

Improvisation is a state of being and creating action without pre-planning. This can be when an individual or group is acting, dancing, singing, playing musical instruments, talking, creating artworks, problem solving, or reacting in the moment and in response to the stimulus of one's immediate environment and inner feelings. This can result in the invention of new thought patterns, new practices, new structures or symbols, and/or new ways to act. Improvisation can be thought of as an "on the spot" or "off the cuff" spontaneous moment of sudden inventiveness that can just come to mind, body and spirit as an inspiration. No preparation or training is needed. However, improvisation in any life or art form, can occur more often if it is practiced as a way of encouraging creative behavior. That practice includes learning to use one's intuitive, as well as learning a technical understanding of the necessary skills and concerns within the domain in which one is improvising.

The skills of improvisation can apply to many different abilities or forms of communication and expression across all artistic, scientific, physical, cognitive, academic, and non-academic disciplines. For example, improvisation can make a significant contribution in music, dance, cooking, presenting a speech, sales, personal or romantic relationships, sports, flower arranging, martial arts, psychotherapy, and much more. Techniques of improvisation are widely used in training for performing arts or entertainment; for example, music, theatre and dance. To "extemporize" or "ad lib" is basically the same as improvising. Colloquial terms such as "let's play it by the ear", "take it as it comes", and "make it up as we go along" are all used to describe "improvisation".
The simple act of speaking requires a good deal of improvisation because the mind is addressing its own thought and creating its unrehearsed delivery in words, sounds and gestures, forming unpredictable statements that feed back into the thought process (the performer as listener), creating an enriched process that is not unlike instantaneous composition [with a given set or repertoire of elements].

Where the improvisation is intended to solve a problem on a temporary basis, the "proper" solution being unavailable at the time, it may be known as a stop-gap. This applies to the field of engineering. Another improvisational, group problem-solving technique being used in organizations of all kinds is brainstorming, in which any and all ideas that a group member may have are permitted and encouraged to be expressed, regardless of actual practicality. As in all improvisation, the process of brainstorming opens up the minds of the people involved to new, unexpected and possibly useful ideas. The colloquial term for this is "thinking out-side the box."

The researcher used Improvisation activity to motivate students to act spontaneously in a situation and thus bring out the creative possibilities in them. This particular activity will sensitize the students’ physical, mental and moral abilities and thus prepare them to face real situations with better approach.

4.5. ROLE PLAY

Role-play is pretending to be something or someone you aren't normally, or a version of yourself. Many people think that role-playing is limited to scary dungeons and big fire breathing dragons, or even the mother/father/son/daughter role playing. Role-playing is about experiencing new people, places, thoughts, and ways of thinking that we may not normally encounter.
The tools of role play are basically of two different types: One, enactment of real life incidents happened in the lives of enactors and the other is, enactment of a given situation by the instructor. In the current study, the researcher chose the former. The basic idea of choosing the former method is that, when a student enacts a real life incident of his own, he can look at it with an objective attitude. This objective attitude of students will help them understand and analyze their moral and emotional status in that particular time of real incident. Furthermore, this will lead to an introspection in them which will help them act in their life further with a matured attitude.

Materials: Spacious classroom

Procedure

- Researcher divided students into groups
- Researcher asked the students to think of an event/ problematic situation which they have experienced.
- Asked to discuss about that situation in the group
- Asked to select any one of them for Role-play
- Preparation and presentation of Role-play
  - Preparation for the role-play
  - Distribution of roles
  - Presentation of Role-play
- Discussion about the Role-play
  - Management of situation
  - Decisions taken
In the duration of three months of this study of the possibilities of Drama in Education among the selected students of standard IX, the first fifteen days were used to employ the Theatre games. This was followed by the inclusion of Improvisation activity along with theatre games. Furthermore, in the next two months in every class of one hour, the first ten minutes were employed with theatre games; next fifteen minutes were for improvisation and rest of the time for role play followed by discussion of the entire class and its effects.