

Workshop Proposal: Navigating the Third Culture Kid Experience through Augusto Boal's Image Theatre

Workshop Title:

Identity and Well-Being: 'Using Augusto Boal's Image Theatre to Empower Third Culture Kids in International Schools'

Workshop Description:

In the diverse and transient environment of international schools, Third Culture Kids (TCKs) face unique challenges in identity, belonging, and cultural adaptation. Augusto Boal's Image Theatre offers an innovative and impactful method to help these students express, explore, and analyze their experiences. This workshop will equip educators with the required knowledge and tools of Image Theatre techniques to support TCKs in their personal, emotional and social development.

Workshop Objectives:

1. Understanding Third Culture Kids (TCKs):

- Recognize the "Third Culture Kid"
- Explore the psychological and social impacts of peer pressure, academic rigor, faculty / parent expectations, social norms, frequent relocation, cultural transitions and more.

2. Introduction to Augusto Boal's Image Theatre:

- An overview of Augusto Boal's 'Theatre of the Oppressed', specifically 'Image Theatre'.
- The principles and techniques of Image Theatre, including how it can be used as a tool for expression and exploration of personal experiences.
- Discernible outcomes in relation to different disciplines (i.e.- English vs. Biology, vs. Theatre, etc...)

3. Practical Application of Image Theatre for TCKs:

- Demonstrate key Image Theatre exercises and their applications in the classroom.
- Guide participants through hands-on activities to practice creating and interpreting images.
- Discuss how these exercises can help TCKs articulate their feelings, build empathy, and foster a sense of belonging.

4. Creating a Supportive Environment:

- Share strategies for creating a safe and inclusive classroom environment where students feel comfortable expressing themselves.

- Discuss the role of the teacher as a facilitator and observer in Image Theatre exercises.
- Discuss the role of student observers and performers in Image Theatre exercises.

5. Implementing Image Theatre in the Curriculum:

- Provide examples of how to integrate Image Theatre into various subjects and curricula.
- Offer tips for adapting exercises to different age groups and cultural contexts.
- Discuss assessment and evaluation of students' progress and the impact of these activities.

Workshop Agenda:

Time required= 4 hours

1. Welcome and Introduction (15 minutes):

- Icebreaker activity to get to know participants.
- Overview of the workshop objectives and agenda.

2. Understanding TCKs (30 minutes):

- Presentation and discussion on the TCK experience.
- Sharing of personal stories and experiences (optional for participants).

3. Introduction to Image Theatre (30 minutes):

- Presentation on Augusto Boal and the Theatre of the Oppressed.
- Explanation of Image Theatre principles and techniques.

4. Practical Exercises (1 hour):

- Demonstration of key Image Theatre exercises.
- Hands-on practice in large and small groups.
- Group discussion on the experiences and insights gained from the exercises.

5. Break (15 minutes)

6. Creating a Supportive Environment (30 minutes):

- Strategies for building a safe and inclusive classroom.
- Role of the teacher in facilitating Image Theatre.

7. Integrating Image Theatre in the Curriculum (45 minutes):

- Examples and case studies of successful integration.
- Tips for adapting exercises to different contexts within the bounds of different types of course work.
- Discussion on assessment and evaluation.

8. Q&A and Wrap-up (15 minutes):

- Open floor for questions and sharing of ideas.

- Summary of key takeaways and next steps.
- Options for further exploration and professional development.

Materials Needed:

- Open space for movement and group activities.
- Whiteboard and markers.
- Large TV screen on a rolling cart for displaying 'snapped' images from a phone or dedicated camera instantaneously.
 - A camera connected wirelessly to a TV screen is ideal.
- Projector and/or screen appropriate for the size of the space for presentations.
- Handouts with descriptions of Image Theatre exercises.
- Notebooks and pencils for participants.

Target Audience:

- Teachers and educators in international schools.
- School counselors and support staff.
- Administrators interested in innovative approaches to student support.

Chad's Bio:

Chad is a life-long educator with a professional background in the theatre arts and international education. Passionate about using creative methodologies to support student development, Chad has successfully implemented Image Theatre techniques in diverse classroom settings. He's presented at multiple international conferences including the Hawaii International Conference on Arts & Humanities, the International Symposium of Education and Psychology, Drama Victoria, The Mid-American Theatre Conference, the Asian Conference on Arts and Humanities, the Japanese Association of Language Teachers, the Hong Kong International Shakespeare Festival, and the Asia Pacific Activities Conference for the Theatre Arts. He's facilitated multiple workshops in varied theatre topics including play-writing, stage-combat, lighting and sound design, Boal's Theatre of the Oppressed. He's published in multiple theatre, sociology and psychology journals as well as self-published multiple original and adapted stage plays. With a deep understanding of the TCK experience, Chad is dedicated to empowering students to navigate their unique challenges through artistic expression and empathy-building activities.

Brief Bio:

Chad Doering is a career educator with a specialized background in theatre education. He earned theatre degrees from the University of Missouri (ABD), Northern Illinois University, and Augustana College. With 25 years of teaching experience at both the high school and college levels in the United States and China, Mr. Doering has published in several theatre and psychology journals and presented at numerous conferences.

During his 17 years abroad, he developed innovative instructional strategies incorporating Augusto Boal's "Image Theatre" to help international students navigate their perceptions of self and others while adapting to foreign environments. One of his key objectives is to equip educators with creative tools to support Third Culture Kids (TCKs) in their personal, emotional, and social development.

Currently an independent workshop specialist, Mr. Doering is dedicated to empowering students to overcome their unique challenges through artistic expression and empathy-building activities.

Conclusion:

This workshop offers a unique opportunity for educators to explore and implement Augusto Boal's Image Theatre as a powerful tool to support Third Culture Kids in their personal and social development. By creating a space for expression and understanding, educators can help TCKs build resilience, foster a sense of belonging, and navigate their multicultural identities with confidence.