

# Workshop Improv

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Active and cooperative learning

# Workshop Improv

Learning with the body and by doing

# Wants and Needs

Establishing communication with  
gymnasiums

Scalable to many, many  
gymnasiums (eventually)

Adaptable to more than the  
Verdi-Shakespeare event



# Creating this bridge

The problem with the language (literally) in the material

Problem with the language of the art form

The gap in the process of the theatre experience





# Our approach

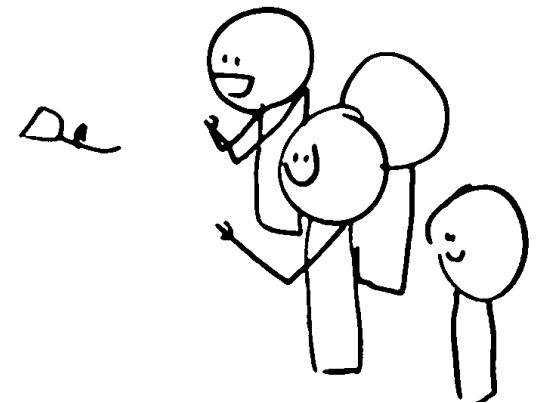
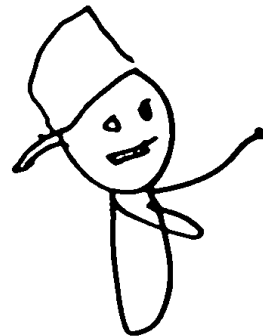
Improv is hands-on explorative theatre

Core strengths in doing improv:

Learn by doing

Having fun with friends

Empowering exploration

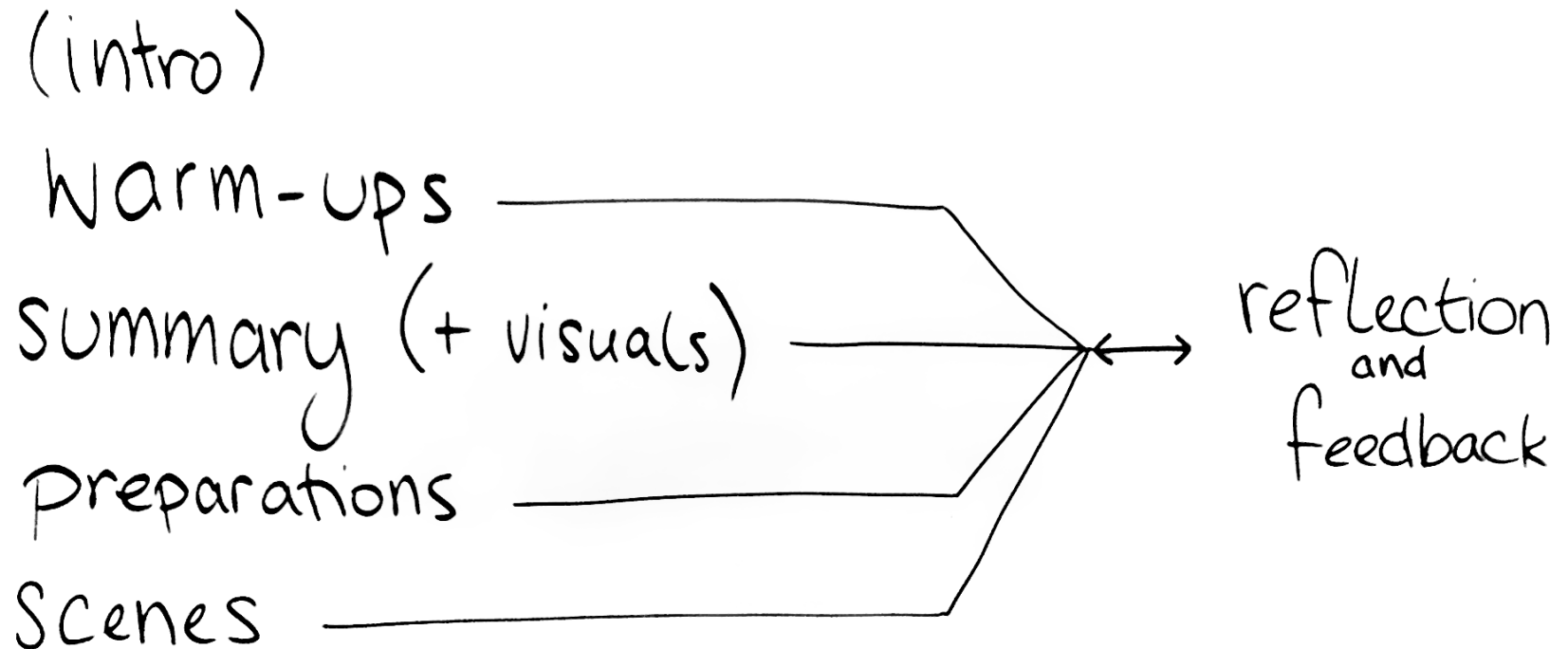


*"There is evidence from neuroscience. The reptilian part of our brain, which sits in the center of our brain, when it's threatened, it shuts down everything else, it shuts down the prefrontal cortex, the parts which learn, it shuts all of that down. Punishment and examinations are seen as threats. We take our children, we make them shut their brains down, and then we say, "Perform."*

*Why did they create a system like that? Because it was needed. There was an age in the Age of Empires when you needed those people who can survive under threat. [...] But the Age of Empires is gone. What happens to creativity in our age? We need to shift that balance back from threat to pleasure."*

- Sugata Mitra, "Build a School in the Cloud", TED2013

# Structure of the Workshop





# Warm-Up: Slow-Motion Samurai





# Scenes: Moving People





"I think it worked really well because I personally now have quite an idea of..."

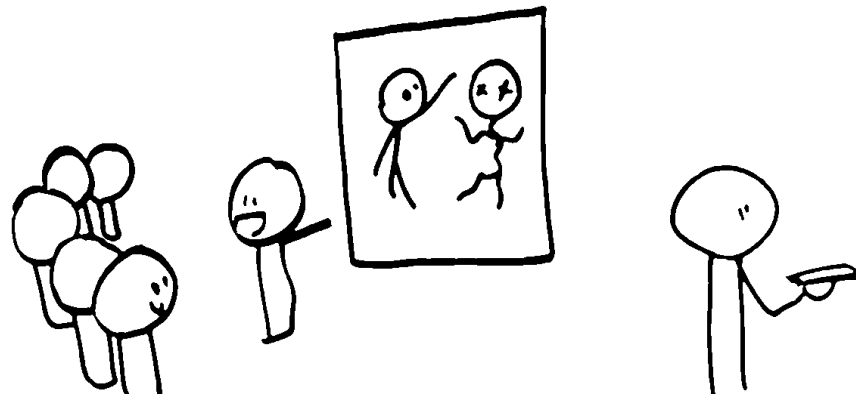
# The broader context: Teachers & RDT

Opera workshop at the Royal Danish Theatre

Teachers have no time to prepare their own classes

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Royal Danish Theatre should organise workshops for teachers & provide a platform



# Online portal

Workshop "kit" (pre-made per play or theme)

Card generator (for customisation)

Community for teachers to communicate and exchange ideas, give feedback from experience, et cetera.



# Wireframes

# Collaborativeness (students)

Cooperative learning in groups instead of doing homework individually:

Engaging in the material and removing threatening aspect of education

Increases odds of students educating themselves outside of the workshop and class





# Collaborativeness (teachers)

Allows teachers to become part of a larger on-going and living project

Allows workshops to spread without so much of RDT intervening, yet keeps them in the loop

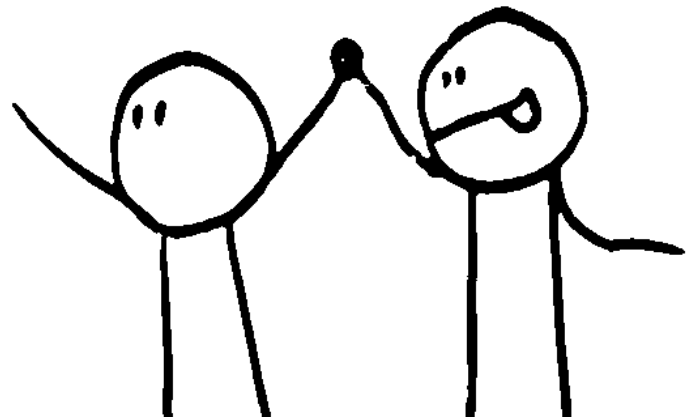
Community feedback is better than a 1-on-1 help desk, communication goes both ways



# Collaborativeness (RDT)

Opens communication with teachers who may become future experts and propagators of the Workshop Improv method

Adds a more holistic experience to engage with theatre visits



# What RDT can do

Use "brand name" to sell this concept

Example: add high production value and authority to instructions by using famous actors, directors, etc.

However, avoid intimidation by professionalism

Dorte's anecdote: a soprano asking for advice



# Added Value examples

Professional support available to teachers during and after teacher workshop. Can also engage eager students in other activities

Back catalog of costumes available for teachers, workshops, as a resource for schools

Invite new students to come by to take part and get to ask questions

"...more stuff here you can play with and understand after you do our workshop kit thing. The theater is for everyone!"



# Added Value for RDT

Branding: presenting yourself as accessible to everyone without lowering standards

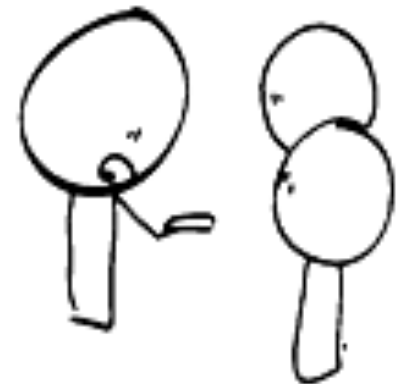
Make it something only the RDT could produce

Example: release content to students as follow-up to workshop

Raising the theater lovers of tomorrow

Builds a positive relationship with the public

This is valuable even if they never visit the theatre!





**Thoughts?**

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# New Media Expectations

Our starting point was asking why students do not find theatre engaging. The problem is not a lack of New Media, so our solution is not focused on that

The issue is one of framing: how they are taught to understand theater, to get access to the material

Not depending on New Media is a strength

It would still work if everyone abandons Twitter or Facebook

What do companies want to use New Media for? Usually: reaching the customers - here the students

We focused on teachers who in turn reach out to students

