



CULTURAL HERITAGE THROUGH DRAMA

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PAWEL AND GAWEL

Aleksander Fredro is one of Polish classical authors, whose literary work dealt with Polish traditions, cultural heritage but in a very original way. He used irony and ridiculed a blind attachment to traditions which in fact were anti-patriotic, reinforced conflict-based identity, hypocrisy and prejudice. Pawel stands in this tradition as an intellectual, introvert, cynic while Gawel is a bully, ruthless hunter, fun seeking rebel following traditions of "ruined" Polish noble men, uneducated, radical, xenophobic etc. The slogan they both quote refers to specific understanding of personal freedom: My house is my castle but they both excel in infringing this freedom for each other...



INSTRUMENTAL OBJECTIVE:

- Explore the poem of Aleksander Fredro, learn characters' profiles as classical Polish neighbors.
- Connect the stereotypes of hunters and fishermen in other elements of cultural heritage.
- Draw conclusions how irony is expressed in various works of art and how audience may interpret it for cultural change and tolerance



SOCIAL/PERSONAL OBJECTIVE:

- Learn how to manage strong emotions in a conflict situation.
- Learn how to deter or refrain from judgement based on cultural stereotypes.
- Get insights into workings of ego.
- Explore the consequences of bullying and false "reciprocity"/vengeance



AESTHETIC OBJECTIVE:

- To appreciate a classical poem of Polish literature, language and phrases.
- Drama techniques.



EXPRESSIVE OBJECTIVE:

- Explore strategies to change negative attitude towards neighbors.
- Reflect on how stereotypes operate.

Paul and Gall

*Paul and Gall shared a single home:
Paul lived upstairs and Gall down below;
Paul, a quiet fellow, never bothered a soul.
Gall, his sole neighbour, he was crazy though.*

*Just stayed in his room with a gun, for real,
running, trying to hunt for his next mad meal,
seeing foxes, rabbits, he would hunt to kill,
jumping up and down, never keeping still.*

*Paul had to say something, in spite of the riot,
They were neighbours, right? Gall could not deny it.
,Sir, your hunting ways, can they be more quiet,
else might I suggest a less ambitious diet?'*

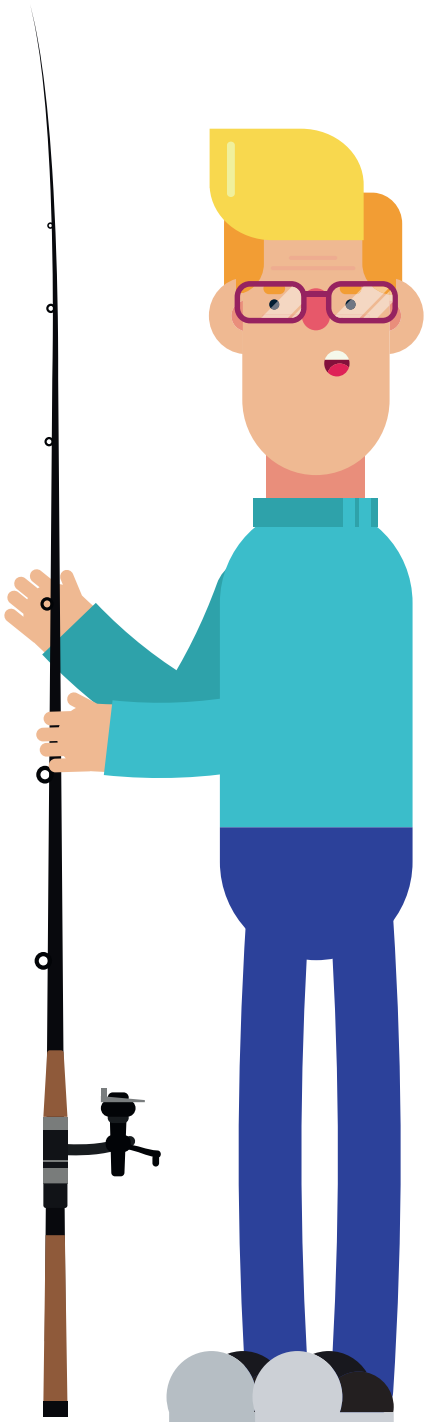
*But Gall screamed: ,I will not be hassled!
I do as I please. My home is my castle!'*

*What was there to say? Paul went back upstairs,
going crazy now, pulling out his hair.
Gall is sound asleep, he just doesn't care,
yet, when he next wakes, trouble's in the air.*

*Not just trouble – rain! Dripping from the ceiling,
Gall races upstairs, by Paul's keyhole kneeling
sees a flooded flat, Paul perched on a shelf
with a fishing rod, smiling to himself.*

*So when Gall then cries: ,Are you mad, by god?!'
Paul replies: ,No sir, I'm fishing for cod.'
,Cod? Have you gone crazy? Stop this now, you rascal!'
To which Paul retorts: ,My home is my castle!'*

*And so we learn something oh-so true:
As you do by others, they will do by you!*



WARM-UP GAMES

Jumps

The participants of the session move around the classroom and try to jump exactly at the same time as the leader who does it unexpectedly. They should try to concentrate not to look at the leader but take the impulses to jump from the nearest member of the group.

Robber

Everyone places a tissue at their backs imitating their tails. The objective of this game is to 'steal' as many tails as possible without losing your own at the same time. It is not allowed to use force or block the tail with one's hand. After losing one's tail the participant is out of the game unless they caught someone else's tail before.



CONTEXT BUILDING

Neighbors

The participants count off to two. Those with number one represent Pawel, those with number two represent Gawel. They sit on the chairs in a circle. The leader stands in the middle without a chair. Once he says: 'Pawel' – all numbers one swap their chairs, once he says 'Gawel' – they do the same, once he says: 'neighbors' – everyone stands up and look for a new chair to sit on. Meanwhile a person standing in the middle tries to catch chairs. The one who lost his/chairs continues the play.



Who is who

Working together the group tries to remember the poem, they agree that Gawel likes to hunt and arranges hunting in his flat downstairs. Pawel prefers calm but in revenge for Gawel's reply 'my home is my castle', he makes a lake in his flat and fishes, flooding Gawel's flat in the morning. After settling these facts, participants modify 'the neighbors' game so that the person in the middle instead of saying the names, lists the facts which concerns each of the character or which are shared by both of them (e.g. Who pays higher bills for water? Who is hyperactive?).

Soundtrack

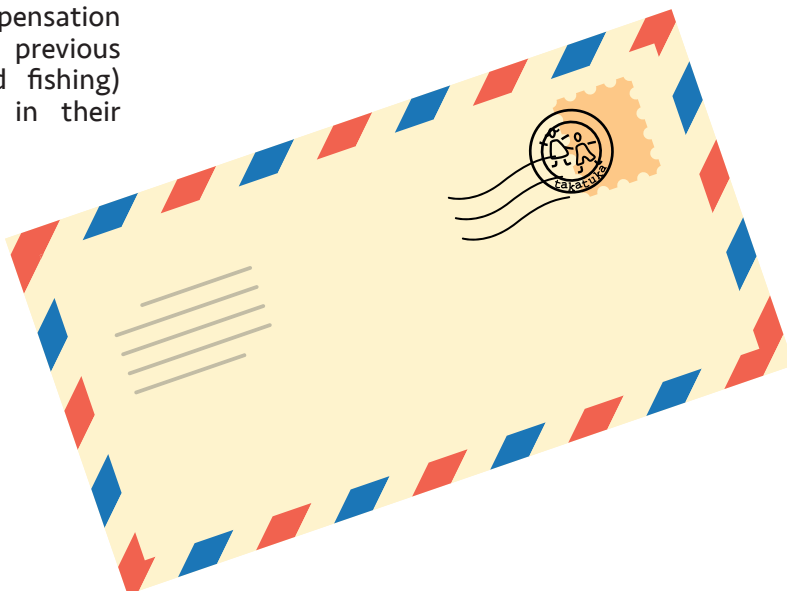
The participant divided into Pawels' and Gawels' groups prepare a presentation of the 30-minute sound-track heard from their flat at night and in the morning suggesting what has happened in the poem's narration.



NARRATION

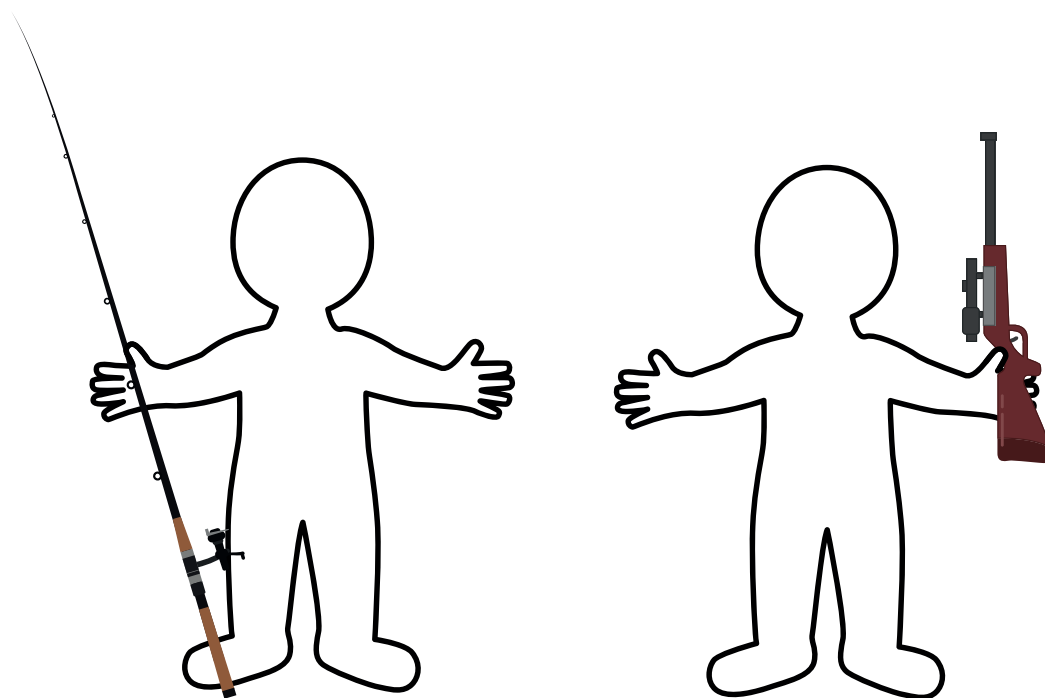
Letters

The groups write their neighbors a letter claiming repair and compensation for the damages from the previous night (due to hunting and fishing) and demanding a change in their irresponsible behavior.



Role-on-the-wall

The groups draw a profile of their neighbor on a sheet of gray paper and make a list of five adjectives describing their personality, supporting their choice with a content of the letters written earlier. (e.g. Gawel, aggressive, crude etc.).



Eavesdropped conversations

The groups improvise a dialogue between a neighbor and his guests in their flat. Pawel and Gawel know that their neighbor is eavesdropping so they want to manipulate the situation to their advantage.



Projection into the future

The groups discuss the consequences of their manipulation and the conflict's escalation. They propose several scenarios including catastrophic visions.

SYMBOLIC AND REFLECTIVE ACTION

Dreams and nightmares

The groups prepare 3 freeze frames representing fragments of Pawel's and Gawel's dreams referring to a growing conflict. After discussing the dreams, the participants choose the most interesting fragments and animate freeze frames.



In a dark corridor

The participants work in pairs made of Pawel and Gawel. They try to imagine what would the conversation of the two neighbors look like if they both had the same dream. They meet up in a narrow 96 corridor where they must start a conversation in order to prevent a possible tragedy, from their nightmare, from happening.

Inside out

The students swap their sits, trying to imitate their neighbor's behavior but they can't repeat his words or arguments. The pairs improvise negotiations in order to end the conflict.

Forum Theatre

The facilitator (joker) chooses the most emotional scenes and presents them to the whole group. The group proposes ideas from their own improvisations, replacing an actor in a selected pair, they test various alternative acting strategies.



Reflection

The students recall examples of the real life neighbor conflicts and some strategies for solving them or causes of deadlocks. They try to think over neighbors' attitudes and judge what ruins or is in favor of good neighborly relations.



JOŽE PLEČNIK

(historical figure)

Jože Plečnik was the greatest Slovenian and world-renowned architect. He was an architect, who transformed the image of Ljubljana. Born on January 23rd 1872 in Ljubljana, died on January 7th 1957 in his home in Trnovo.

His most important works are the National and University library, Žale (The garden of the holy), Cobblers' bridge, bridge over Gradaščica, Three bridges with Covered markets, Križanke, Bežigrad stadion and church of St. Francis of Assisi in Šiška. He also edited Vegova cesta up to Trnovo road, as well as Trnovo Pier and embankments of Ljubljana.

1. CIRCLE OF PROFESSIONS

Preparation:

On small notes write the following professions: priest, bricklayer, engineer, major, carpenter and **architect**. [All professions are in connection to Plečnik's work. He was cooperating with the number of professionals from the above listed professions.]

You need chairs (one less than the number of the students)

Activity:

Make a circle with the chairs.

Students walk in the circle and when you clap they have to sit down. The student, who doesn't have a chair gets a note with the profession. He has to take the role and answer the questions of students. The students have to guess what is the profession of the student standing in the middle.

Repeat this 6 times, so you use all the notes. Architect should be the last profession that you explore.

* The student in the middle is not allowed to use the verb that denotes the profession. Students should not ask; What do you do? Who are you? Their goal is to get as many information as possible.

Conclusion:

Who is an architect? (discussion)

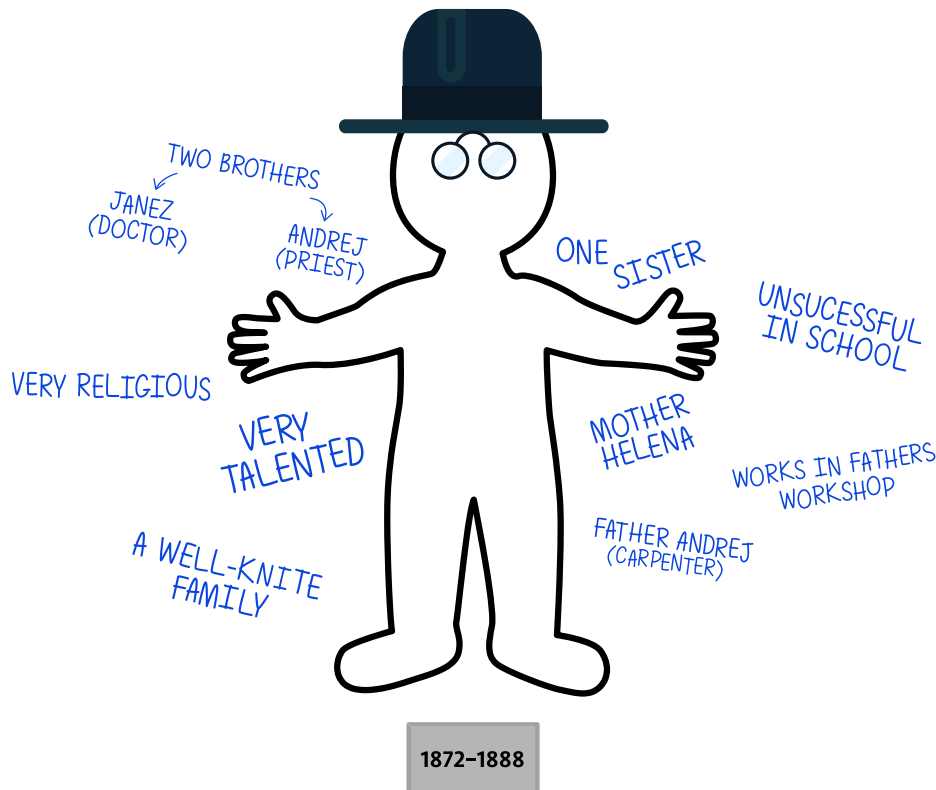


1. JOŽE PLEČNIK ON THE WALL

Preparation:

Devide life of Jože Plečnik into three parts.

Part 1 (1872-1888): born on 23.1.1872, mother Helena, father Andrej (carpenter), a well-knite family, very religious, one sister, two brothers; Janez (doctor), Andrej (priest), unsucessful in school, works in fathers workshop, very talented.



Part 2 (1888-1921): gets a second chance to »study«,

Part 3 (1921-1957):

For each part of life make Jože on the wall (exaples in the Appendix 1).

Activity:

Devide students into groups of 5-6. Each group gets 3 Jožes on the wall (part 1, part 2, part 3).

Using Jože on the wall children have to decode Jože Plečnik's life and make **one STILL IMAGE for each Jože on the wall.**

Presentation:

- All three groups show still image based on the Jože on the wall_Part 1.

Discuss early ages of Jože Plečnik's life.

- All three groups show still image based on the Jože on the wall_Part 2.

Discuss middle age of Jože Plečnik's life.

- All three groups show still image based on the Jože on the wall_Part 3.

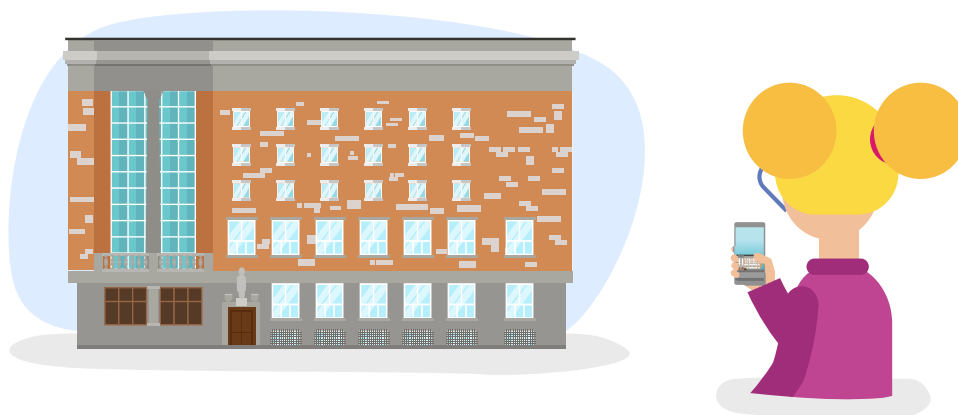
Discuss old age of Jože Plečnik's life.

Conclusion

Who is Jože Plečnik? [Discussion: Legend, Architect]

2. PLEČNIK'S WORK ON INSTAGRAM

Preparation: choose most important Plečnik's works in Ljubljana, Prague and Viennā. Print pictures of the works (there can be more different pictures of one work). On the back of the pictures write down information about the work on the picture (name, place, description).



Activity:

Part 1

Make a circle and put the pictures in the middle.

Ask students to pick one picture of the work that affects them the most. -> Each student tells the name and the place of the work and explains why he chose it!

Part 2

Each student creates Instagram post with the chosen picture. And puts it on the blackboard.

Part 3

Students take a look at all the posts on the blackboard.

3. CALL FOR APPLICATIONS

Preparation:

Prepare documentation about unrealised Plečnik's works.

1. Butchers' Bridge
2. Cathedral of Freedom
3. Mausoleum [of France Prešeren]

Activity:

Divide the students into four groups.

Tell them that the Municipality of Ljubljana decided to finance the realisation of one of unrealised Plečnik's works. They opened a call for applications. Students have to apply their project plans.

Group 1: Butchers' Bridge

Group 2: Cathedral of Freedom

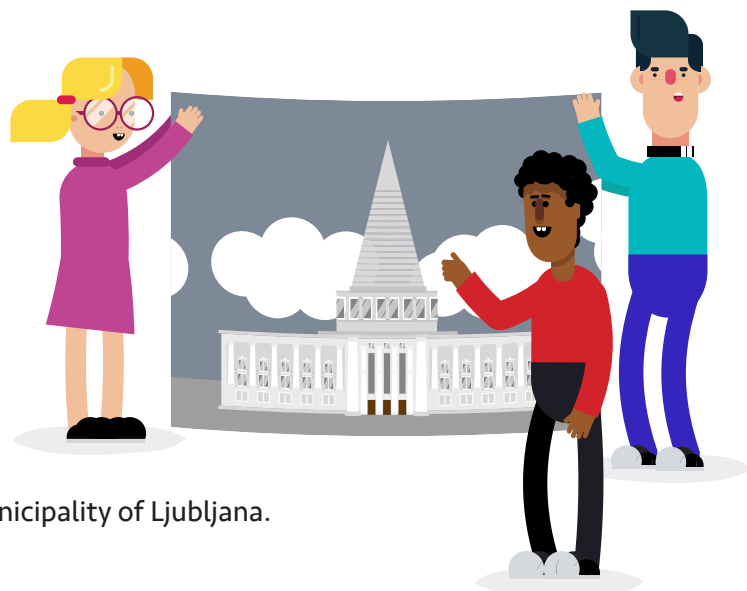
Group 3: Mausoleum [of France Prešeren]

Group 4: Decision makers

Presentation: Each group presents their own project.

Conclusion:

Decision makers decide which project will be funded by Municipality of Ljubljana.



5. MEMORY

Preparation:

Prepare two piles of cards. The first pile consists of questions and the second one of matching answers about Jože Plečnik's life.

Activity:

Two volunteers (hereinafter players) are sent out of the room. The rest of the students get one of the cards and have to find their pair. When everyone finds his /her pair, they find their place in the room in a way that the couples do not stand together.

The players are invited to join the group. The first player chooses one person who has to read his/her card. The player then selects another person who has to read his/her card. If two of them have a question and the correct answer, they are a matching pair. In this case the player is awarded another turn for making a match and goes again. If the two selected persons are not a matching, pair it is the next players turn.

The goal of the game is to collect the most matching pairs.

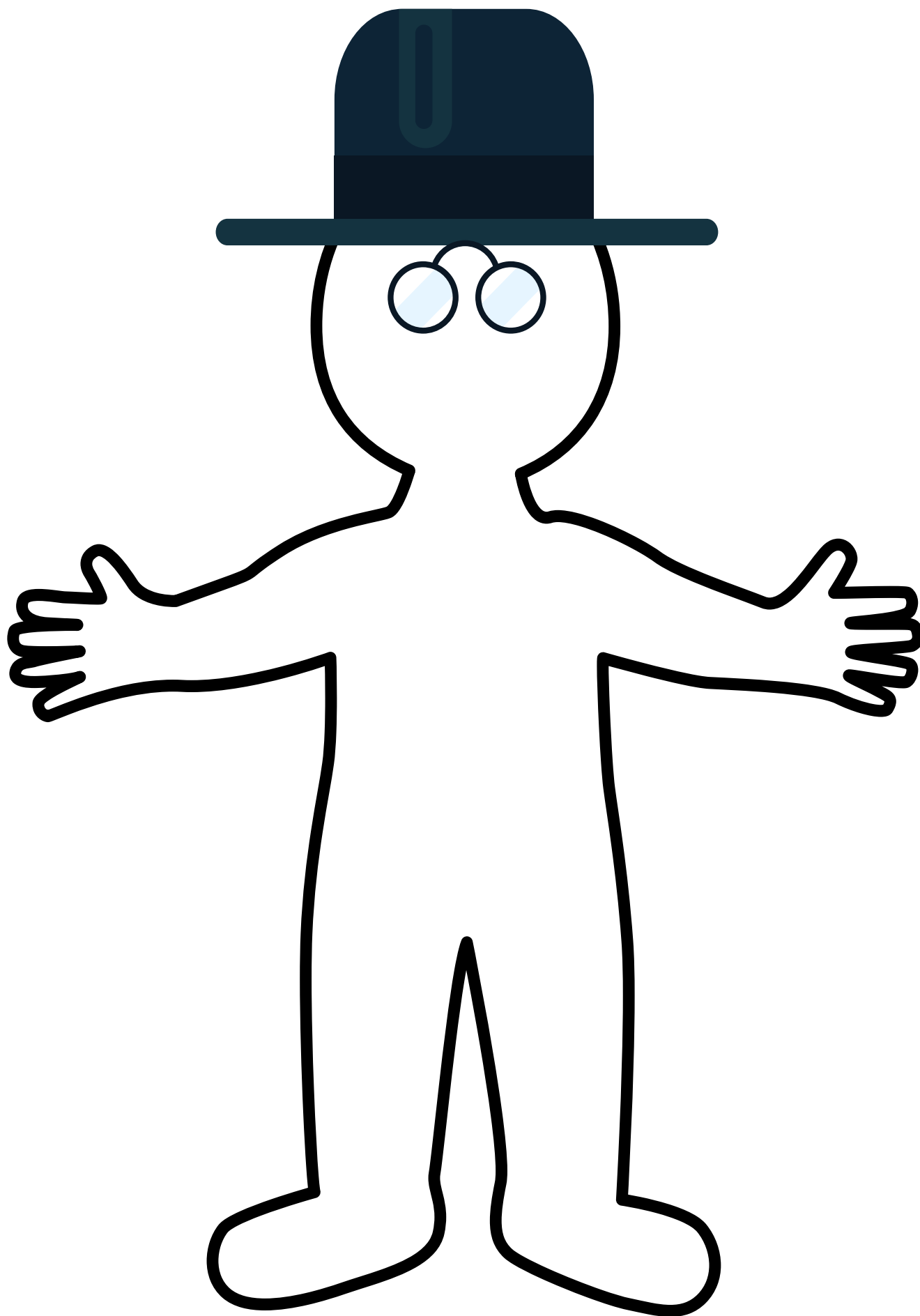
Conclusion:

Evaluation of the program.



Appendixes

1. RALL ON THE WALL
2. INSTAGRAM





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_____ likes



Radka Svobodová

HIS MAJESTY - CHARLES THE IV & CONSTRUCTION OF THE CHARLES BRIDGE

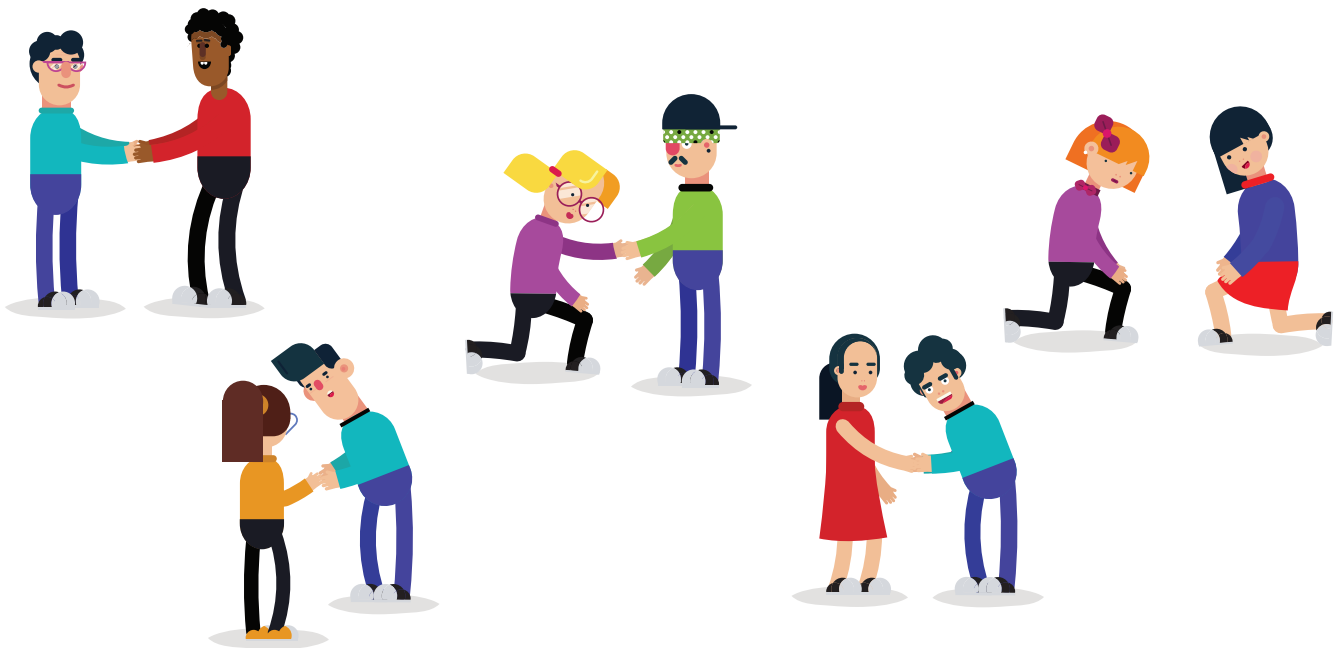
Props:

- Pictures of Charles the IV
- Prague divided by river Moldau
- construction of the bridge in 14th century
- Slips of paper with short description and pictures of the medieval families
- The foundation stone of the bridge
- Costume for His majesty Charles the IV
- Two flip charts paper
- Markers
- Several pieces of cloth, sheets and scarfs to make improvised medieval costumes

Warm up – going back in time

The original music from 14th century, the group walk in the space, filling it up. Teacher gives the instructions:

- Walk as the king of the time of this music.
- Greet each other as the kings.
- Walk normally.
- Walk as the poor one from this time.
- Walk normally.
- Walk as the.... (noble man, clerics, black smith, knight) ...



What we know about His Majesty Charles the IV and his time

Flip chard and markers on the floor, in the middle of paper is placed the picture of His Majesty Charles the IV, the quiet music from warm-up continues.

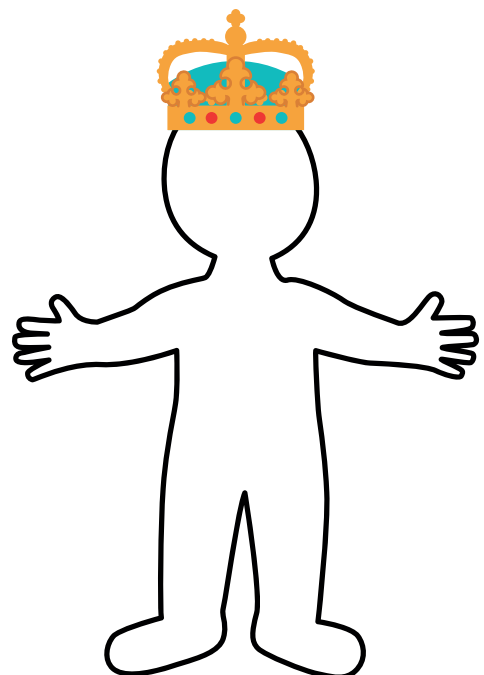
The group is on the floor around the paper.

Teacher asks:

- "What we know or think about this noble man and about the time, from which is he and this music? Say it loud and write it down. Listen to each other; try not to repeat the written things."

When all ideas are listed the information comes:

- "This is Duke of Moravia, King of Bohemia and Emperor of the Holly Roman Empire, His Majesty Charles the IV."



Narration about river Moldau

Teacher is narrating:

- *“During his reign the river Moldau divided the town of Prague like this. (Show the picture) Across the river was build long, long time ago the wooden bridge, but it was destroyed by floods. So in the years 1158 – 1172 was built the stone bridge, called Judith’s bridge to connect both parts of the town.”*



Families on the Judith’s Bridge in the year 1341

We are in the year 1341. Make 4 smaller groups, each group receive information and the picture about one family (blacksmith, aristocracy, clerics, pub owner).

The whole group decide which day is “today” - Sunday or working day. Then every small group prepare an improvisation how Judith’s bridge belongs to the life of your family. The improvisation is held on the bridge. Try to pass as much information you received written (and you can also read from the picture) in your short-improvised story to the audience as possible. Use the pieces of cloth and scarfs to make improvised costumes.

During the time the small groups work, teacher makes the bridge (mark the space of the bridge by e.g. small pillows.) When the groups are ready with preparing the impro, teacher presents them the “bridge”. Groups can get some more minutes to adapt their scenes to the new given space.

The small groups, one by one, act their scene. After each teacher asks the rest of the group what they saw/learned, which family was that and what they learned from the scene about this people and their life.

If there are info missing, teacher can complete it, or the group can read the info they got and show the picture.

Narration about spring thaw on the river

Teacher narrates:

- *"It is February of the year 1342. The weather got suddenly very warm. The ice is cracking on the river Moldau. During days and nights, the town is full of the loud cracking noises how the ice smashes. There is big danger of the flood, and the Judith's Bridge is endangered by ice and water from the spring thaw."*

Scary family stories about spring thaw on Moldau.

The group is back in the roles of family members. Each family, of course has lots of scary stories about Moldau's spring thaw. About ice and water from the spring thaw etc. Every one think in the role about all terrible stories you heard about it. From your granny, parents, neighbours...

The market with sharing the stories

Teacher narrates:

- *"Today is held on Lesser Town square (this place is till nowadays very close to the river) big market. You all go there and of course you share those stories. And you hear the river, the big slashes of the ice, (you are close to the river.) In your role go to the place, where you are on the market, think about what you are doing. If you are selling take the props."*

Then teacher count 3-2-1 – freeze. When everybody is in improvised tableaux count 3-2-1 action.

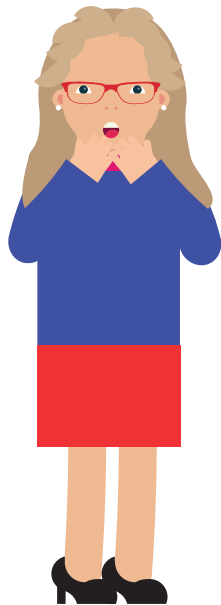
The still image is going to get alive in non-prepared improvisation, characters are sharing their scary stories about the spring thaw.



Teacher in role announce damage of the Judith's Bridge.

To the improvisation comes teacher in role of terrified woman (scarf on head).

- *"Help! Everybody listens, help, the Judith's bridge is damaged! The river destroyed it! How we will get home to the opposite side of the river?"*



The students are reacting in their roles. After few minutes' teacher (out of the role) say *freeze*.

What is on the mind of the characters

The freeze (improvised tableaux) stays, teacher tap one by one everybody on the shoulder, the character says what is in this moment on its mind.

„Oh my Goodness!“



How did the bridges get build in 14th century

Group sit in the circle on the floor. In the middle teacher place the picture with building the bridge.

Teacher asks the group:

- *"What do you see? What was the main building power? Which tools they had? Was it safe? Which skills they did have? ..."*

Charles IV ask his advisers

Charles IV calls for his advisers. Who could be in those times the advisor of the king? How did they speak to the king? Who comes first to the hall? Did king come with announcement? Who wants to be king's announcer? What everybody in the hall does, when king comes?

Then teacher takes the costume for His Majesty Charles the IV.

The king's announcer announces him. TIR (teacher in role) nobly walks in the room and says:

- *"We, Charles the IV. chosen by God as Duke of Moravia, King of Bohemia and Emperor of the Holly Roman Empire decided to call you, my devoted, to ask you for your advices. Should we build the new bridge over the river Moldau in our beloved settlement town of Prague? Now go and collect for us all the pros and cons. Work with your best will and help of God. Tomorrow we want to hear your advices."*

According to the number of people in the group TIR can divide the group into two "working" groups.



Preparation of advises

The groups are listing the pros and cons of building the new bridge. They prepare also the way, how (and who) will present the advices to the king.

Charles IV listens to his advisers

Again, teacher is in the role of Charles IV and the ceremony with king begins.

Teacher "Charles IV" asks advisors to present what they prepared. He reacts on what they present, more nonverbal than verbal.

After presentation teacher as Charles walks slowly, thinking.

Then he announces:

- *"We, Charles the IV chosen by God as Duke of Moravia, King of Bohemia and Emperor of the Holly Roman Empire decided in the year 1357 after Christ. We will build the new stone bridge to connect both sides of the river Moldau in our bellowed settlement town of Prague. The bridge will carry our name. We ask our astrologists to find out the best date and time for placing the fundamental stone of our new bridge. We decided that the building master will be the young builder Petr Parler and his steelworkers."*

Families reacting on the news about bridge

Teacher calls from previous families the fathers (heads of the families in those times) and from clerics the high priest and aside of the group give them the secret instruction:

- *"You are very angry about the king, he is going to build the new bridge for his glory, it will cost so much money, the building master will be the young builder Petr Parler, who is such a chicken, 25 years only, and asked the astrologists for the date ... and finally what it will mean to us"*

Families from the beginning are sitting around the table in the evening, waiting with dinner for father coming. All families simultaneously improvise. After short time teacher sends the fathers with the "hot news" (secret instruction) to their families and simultaneous improvisation continues.

Review from the families

Each family member prepares one sentence which summarizes his or her opinion from the previous family dialogue. One by one the families come to the turn and one by one the members say their one important sentence from the previous dialogue.

The families who are not on theirs turn listen.

Charles IV places the foundation stone of the new bridge

The group divides in half; each half makes a row, facing the other row, about 2 meters distance in between (kind of alley). Everybody is in the role of previous family.

Teacher in the role of Charles IV holds the prop - foundation stone of the new stone bridge and walks between the lines. He watches one by one from both sides. When one is watched by Charles IV he says out loud, what is on his mind of the character. "Charles IV" does not react, because it is only inside the heads of the people.

Before "Charles IV" enters the "alley" he says:

- *"We, Charles the IV chosen by God as Duke of Moravia, King of Bohemia and Emperor of the Holly Roman Empire, today 9. 7. 1357 exactly at 5.31 will place this foundation stone of our new bridge, which will carry our name. Exactly as our astrologists decided, the numbers go in the line year 1357 day 9, month 7th, 5. 31. Numeric line makes 1-3-5-7-9-7-5-3-1."*

When "Charles IV" walks to the end of the "alley", he places ceremoniously the "stone" and leaves.



Families on the Charles Bridge nowadays

Teacher narrates:

- *"Nowadays the Charles Bridge still connects both sides of the river in Prague. Its length is 520 meters, wide 10 meters and is supported by 16 pillars."*

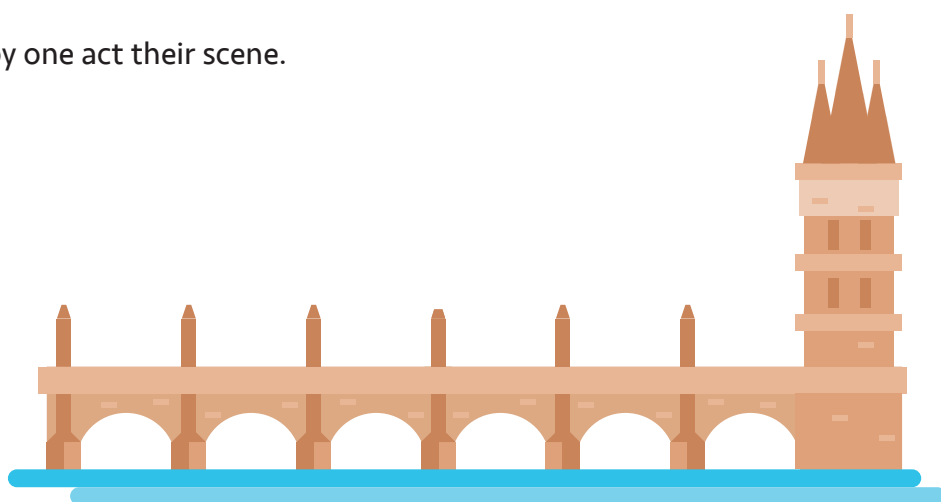
The group divides to the previous families.

- *How looks the families from the beginning nowadays?*
- *Who is today's aristocracy?*
- *Did the clerics change?*
- *How the bridge is nowadays part of their life? (Any traffic forbidden, only pedestrians allowed – for cultural heritage protection reasons.)*

Again, each family prepare an improvisation, how the Charles Bridge belongs to the life of such kind of family nowadays. During the time the small groups work, teacher makes again the bridge

When the groups are ready with preparing the impro, teacher presents them the space of "Charles Bridge".

The small groups one by one act their scene.



Reflection

- *What did change from 1357 to nowadays?*

Circle sitting on the floor around the flip chard with markers, in the middle written 1357 – 2019 (or present year)

Teacher instructs:

- *"The Charles Bridge stays. But what had changed from 1357 to nowadays? Say it out loud and write it down. Listen to each other; try not to repeat the written things."*

The group list everything (food, education, language, music, transport, mode, science, medicine, language, etc., etc.....)

When it seems, the group listed all their ideas, teacher asks somebody to read the listed things loud.

ARISTOCRACY

Aristocracy has very high social status, just below the king. They organized the feasts, knights' tournaments and hunts.

They were given the land by their king, therefore they have to be loyal to the king.

They were rich, noble, all of them trust in God.



CHURCH

Church was supported by Charles IV.

Owned churches, monasteries, woods, fields, lakes, villages with thralls and some towns.

They were in charge of education.

Church was very rich and lived in luxury.

They live in believe and love to the God and voluntary asceticism (but not all of them....)

Their "family" were other clericals.



TAVERNER (owners of the pub)

The medieval pubs were together with Townhall and churches the most important places in the village. Often there was collected custom duty for the duke.

Pubs were kind of a market in the time when there was no regular market held.

He and his family must work hard to earn money.

All of them trust in God.



BLACKSMITH

In medieval society the work of the blacksmith had crucial importance for production of agricultural tools, weapons and other hand crafts and jewellery.

He produced products for households, metallated horses, and often works as the healer. For example, tear up the teeth.

He works hard, his family helps him and he earn enough money.

All of them trust in God.





THE EMONA CITIZEN

The Emona Citizen, a gilt bronze statue of an Emona citizen, was made by an unknown Ancient Roman artist. It is kept in the National Museum of Slovenia in Ljubljana, whereas at Congress Square, one may see a bronze and gilt replica, put on a Corinthian column by Anton Bitenc (1920-1977).



Props:

- Blue and pink sticky papers
- Cards with numbers 0-5

Brainstorming

At the beginning of the workshop we would like to explore what students already know about the life in the Roman Empire and what they are interested in.

Each student gets two sticky papers and writes down the answers on the following questions;

- *Blue sticky paper: What do you already know about the life in The Roman Empire?*
- *Pink sticky paper: like to know about the life in The Roman Empire?*

Everyone tells what they wrote and stick papers on the black board. Blue sticky paper on the left side, and pink sticky paper on the right side.



Social classes

In this part of the workshop, we will introduce to students social classes of the Roman society and their way of living.

Give each student one card and tell them to place them on their chest without looking at them. Students start moving around the space and upon meeting; they have to greet (without words) the other person according to their class.

After 5 minutes, you clap and students have to line up based on the experience they had from the lowest to the highest class. They are not allowed to look at their card.

When they are in line they have to tell if they guessed right and explain how did they feel and what made them think they represent the certain class.



Social classes in the Roman society

Students go into groups according to the number they got. (all 0s together, all 1s together,...)

Each group gets a detailed description of the social class they represent [how they lived, what they ate, what they wore, what they did, ...]. Based on this information they have to prepare three still images that represent the way of life of their social class.

Roman for a day

Make ID cards of Romans that lived in Emona. On the back of each card, write more details about that person.

Each student gets one card and becomes the person on the card.

The facilitator leads the students through the day, saying out loud the hours of the day. Students move freely around the space and act out their day.



Finding of the Emona Citizen

In this part of the workshop, we introduce to students the statue of The Emona Citizen.

Year 1836

Explain the finding of the Emona Citizen in Ljubljana in 1836.

Ask a group of volunteers to improvise the discovery of The Emona Citizen in 1836.

Archeologists, journalists and authorities

Divide students into three groups; archeologists, journalists and authorities. Ask them to prepare the questions for an expert on the Emona Citizen. After the meeting with the expert, the archeologists will have to write a report, the journalists an article and the authorities an order on protection of The Roman Citizen.

THE EMONA CITIZEN

Teacher in the role

Teacher takes the role of the expert on the Emona Citizen. Students ask question to collect the information for their outputs:

Archeologists: report on the discovery of the Emona Citizen.

Journalists: article about The Emona Citizen.

Authorities: order on protection of The Emona Citizen.



Conclusion

At the end of the workshop we check if students got the answers on the question [what would you like to know about the life in the Roman Empire] we posed at the beginning of the workshop.

Ask students to move papers from the right to the left side of the blackboard if they learned what they were interested in. Also ask them what they discovered through the workshop and if they have some new questions.