

Session One Outline: Dramatizing a Memory-Listening for Flashback Cues

Introduction

The activity encourages individuals to use flashback technique in order to dramatize a memory. In movies, in a flashback, the scene flashes back to a point in the past.

Flashback can come out of thoughts of a character or out of a dialogue between characters. It can be triggered by a variety of stimuli for examples; pictures, songs, movies, particular places and many more

Goals

Be able to understand the meaning of flashbacks and enact a flashback memory based on cue heard in prior group improvisation



Learning outcomes

- Demonstrates knowledge and ability to enact a flashback memory based on cue heard in prior group improvisation
- Through theater, creativity and originality skills are enhanced
- The activity enhances life skills including communication, empathy, cooperation and creative thinking
- Enhances active listening skills

Activity: Dramatizing a Memory- Listening for Flashback Cues

Encourage participants to demonstrate the flashback technique. Follow through with discussion.

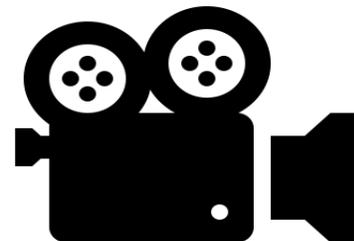
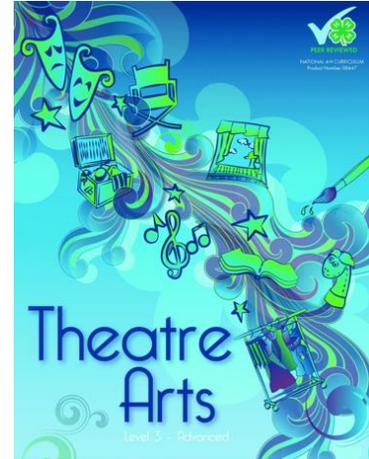
Opening Questions:

Think of movies you have seen that employed the flashback technique. How did the use of flashbacks add to the movie's impact?

What purposes did the flashbacks serve in enhancing the film?

Material list:

1. None, possibly audio and video equipment if desired





Activity time: 45 minutes

Activity Instructions:

1. Form a group of four in which two actors play the action in the present, and two actors play those same actors in the past.
2. Imagine a split movie screen with one scene representing the present and the other side the past
3. As a group, let the participants decide what the relationship is between the two characters and decide which of those 4 parts, past and present, each of you will play.
4. Encourage improvising a scene between the two characters in the present
5. Encourage listening to the dialogue, the characters in the past spontaneously select a cue which leads to reenactment of a related past scene
6. Explain that in Flashback, the key is listening to your fellow players so that you create a past scene out of what you hear them say
7. The past scene is not rehearsed, it is triggered by a word, or a statement expressed by the present day partners
8. As each pair is supporting the other in telling of the story, each group remains stationary while the other pair is acting
9. The transition from present to past can continue until the whole story of the character has been told



Discussion:

Ask participants to:

Share: The process you experienced in determining what to enact as a past memory

Reflect: In this activity, you had the opportunity to be the present day actor as well as the actor listening for cues for enactment. Which role did you prefer and why? What different skills did they require?

Generalize: If you were to extend this activity even further, what elements would you add to the improvisation?



Term Concept Discovery:

1. Have each pair reverse roles, so that all have the opportunity to experience listening for the cues for enactment
2. As scenes unfold, there may be interest in developing a one act play with a series of flashbacks

THEATRE ARTS: IMAGINATION IN ACTION

3. Music could be added to highlight the change of mood and time in the flashbacks
4. You may wish to film the improvisations to show the transition between present and past scenes
5. Sets, costumes, and props could be added if a production element is desired



Apply: The activity required collaboration and ensemble work. How can you apply these skills in your own life?