

A person with dark hair is holding a mask made of crumpled newspaper. The mask has some text visible, including "JUNGE" and "AUSSE". The person is wearing a white t-shirt. In the background, there is a shelf with books and a framed picture of a Buddha's face. The overall setting appears to be a workshop or classroom.

**Edu**

**Art**

*Scenario*  
of EduArt offer

“My masks and I behind them” -  
Masks in puppet theatre

made by  
**Austria**

Co-funded by the  
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## “My masks and I behind them”

The offer comprises 10 modules with a total duration of approx. 25 hours and is partly in presence, partly in virtual mode. The focus of the offer is on creative, handicraft activities, with group-dynamic and theatre-pedagogical exercises etc...

### Module 1

## Introduction to the course

### Overview

People interested in participating are informed about the topic, structure and content of the course and overcome individual hurdles and inhibition thresholds. Now they can decide better if they are interested and want to compromise themselves to participate. This module is conducted without the participation of a trainer.

### Goals

- Provide basic information on the course
- Provide background knowledge on the topic "masks"–
- Provide Instructions on how to design an artistical FFP2 mask

### Duration

approx. 1 hour. Can be completed flexibly at a time of one's own choosing between pre-registration for the course and Module 1; binding registration can also take place after Module

### Type of activity

Online module without facilitation. Individual work.

### Material needed

- Computer or mobile phone with internet
- A video player application
- A Link to a short video of A low-threshold, fun introduction of the course and the trainers.

### Preparation

- Trainer prepares a short video of the course introducing them and inviting interested people to participate in the course.
- Trainer provides a link to the introductory video, the description of the course and the introductory game.

### Procedure:

The video provided is an invitation that goes to all potential participants. It contains information needed to join the course. Interested are invited to watch it and to prepare themselves, doing following activities:

- Design a mask of their choice they will wear at the very first minutes of the following module.
- Play the introductory online game “Maskmemo” produce for the purpose of the introduction to the course.



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## Reflection

The description of the course given in the video would animate potential interested to a self-reflection about their masks and the to the reflection about attending to course or not and why. All for and by themselves.

## Annexes /Links provided through the introductory video.

- [Introductory video](#)
- [Maskmemo \(Introductory game\)](#)

## Infobox

The [description and timeline](#) of the course should be made available online in order to let potential participants check their availability.

## Module 2

## Welcome and opening: Presentation of self-decorated masks

### Overview

EParticipants get to know each other, starting with a masked face and uncovering themselves while they introduce themselves.

### Goal

Getting familiar with the group, awareness about how we want to be perceived by other, first impressions and stereotypes. Understanding the idea of “mask” as a visible exhibition of personal inner aspects.

### Duration

1.5 to 2 hours, 1-2 weeks distance of Modul 1

### Type of activity

Onlines presentation and discussion

### Material needed

- The self-decorated maskes
- Computer with internet connection and video camera
- Powerpoint presentation on the background knowlege about the masks, their role, their appearence...

### Preparation

- Trainer share the link to the video conference long with the confirmation of the registration to the course

## Methodology

Online module with facilitation. Participants need computer with camera.

## Procedure:

Participants introduce themselves with their designed FFP2 masks and get to know each other.

Trainer invite participants to share adjectives that fit the masks of other participant in a conference chat, during some 7 minutes.

Now Trainer asks participants to share what they think about the adjectives put to their mask. In a further step, participants are invited to find in their room and object they perceive as a mask and that reflects their feeling in that moment.

In a big round, they all share their connection to that object in a row. They describe their object revealing how it feel in their surface.

In the next step, trainer show the power point presentation explaining some theoretical knowledge about mask, e.g. The origin of that

word, some usual objects that are not always seen as a mask, e.g., clothes.

The group then discusses the topic "my masks" represented by everyday objects from our own living environment.

## Reflection

Trainer ask the participants to share feedback about what they have discovered during the sessions and announce they next module

## Module 3

## Reflexion of inner aspects: Masks in everyday objects

### Overview

Participants learn to describe the personality of objects.

### Goal

The participants discover own roles, stereotypes and characteristics, their dynamics and how they relate to each other.

### Type of activity

Moderated online session.

### Duration

1.5 to 2 hours

### Material needed

- The objects /mask used in the previous module
- Computer with internet connection and camera

## Preparation

Share the online link of the conference on time and confirm the meeting.

## Methodology

Presentation, small group work, acting. Online module with facilitation. Participants need computer camera.

## Procedure:

Participants are invited to go more in-depth in the description of their object. This time they should add features like the sound the object can produce. How that object would think and move.

Now participants are sent in pair in break sessions to create a dialog between their objects, using just the sound their objects would make.

Back to the plenum, they pairs play / let their objects play the dialog / scene they prepared.

While a pair is presenting, the other participants turn out their camera and turn on and watch the play.

## Reflection

Participants share their feeling and discoveries. They discuss about how what they heard said and saw can support a better mutual understanding in a neighbourhood.

## Module 4

### From the character to the body

#### Overview

The object characters from module 2 and 3 are explored by the participants' own bodies and inhabited in theatre pedagogic exercises.

#### Goals

- The participants are aware of the different characters and how they behave through physical embodiment. Everybody has a plaster cast of his face to dry.
- Theatre pedagogic and physical exercises, exploration of neutrality, character studies, finding the right body for the mask and mask play

#### Duration

approx. 1,5 hours

#### Methodology

In-person activity

#### Type of activity

Physical expressions, non verbal communication

#### Material needed

none



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## Preparation

Prepare a room with free space, buy all the material needed

## Procedure:

Invite participant to form a circle. Then ask them to perform tasks like, "trying to look in a certain way on the street (dangerous, famous, intelligent...). They may move around the room in any direction and keep moving.

Other attitude like passing something secretly to each other, throw objects to each other, infect each other with a bad illness can be asked for. Each time each and everyone should act and react in a different, personal manner.

## Reflection

Ask participants to share about how it has been to play all those situations, how that play situation can be found in a neighbourhood and how they will deal with them.

## Module 5-7

# From the body to the mask: Mask-making, Mask-making - Exploring the mask From being nobody to be somebody: Neutrality and Mask play

## Overview

Making of mask. From the first to the last steps of masks making is started in pairs.

## Goals

- The participants have a clear physical feeling of the selected and explored characters and can imagine what kind of mask fits to this character. Everybody has a plaster head of oneself, ready to dry till the next session.
- The participants recognize through the physical research of a neutral body the aspects of neutrality and how it feels to be "nobody".
- Further on they are aware of how it feels to be the selected character, how it moves and behaves, recognizing in their own lives.
- The participants know what inner aspects of their research they want to show and how to represent them through the construction of their mask.
- Every participant has its own, finished, artistic mask and tried it out in front of the group. Reflexion about impact on one's self awareness and feedback from the audience.



## Duration

15 hours in several sessions in pace of about one week between 2 sessions.

## Methodology:

In-person activities

## Type of activity

Artistic expressions

## Material needed

Plaster, plastic planes, mugs, working clothes, plaster bandages, plaster powder, oil, paper, cardboard, colours

## Preparation

Invite participants to watch the youtube video "[Paper Mache Clay recipe – The Easy Original Recipe](#)"

## Procedure

Physical bodywork and embodiment of object-characters, alternating with construction of the mask. The dry plaster negative from module 4 gets filled out to a positive plaster head.

Taking of the dry, constructed papier mâché mask from the model.

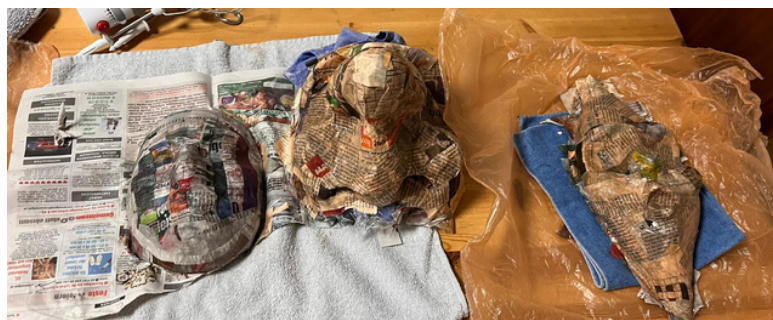
The dry plaster heady gets covered by papier mâché and transformed creatively into a fantastic mask which fits/ represents the selected and explored character. The inspiring objects from module 1 can be integrated....and finish it by painting, decorating and showing it to the rest of the group.

While the masks are drying and even while the participant are making their mask their share about their challenges and opportunities in their neighbourhood and get to know each other more in-depth. They organise themselves for the cleaning of the workshop's room. They prepare meal and eat together in the breaks and they initiate a networking among other inter-personnel exchanges.

At the end the mask is tried out in front of the others, exercises of masks-play and physical expression.

## Reflection

In those modules no organised reflection is needed, as trainer and address aspects and topic in the conversations happening during the making of the masks.



## Info: Masks around the world

### Overview

Participants are invited to widen their horizon by researching mask around the world in internet.

### Goal

The participants have a wider knowledge about the types and styles of masks, their use and cultural significations.

### Type of activity

Online research

### Duration

1.5 to 2 hours

### Methodology

Online module without moderation

### Material needed

Computer or mobile phone with internet connection

### Preparation

Link can be provided as suggestion

### Procedure

Participants watch videos and read background information on different theatre masks (neutral mask, Commedia dell Arte, etc.), ethnic masks (their use in different countries and cultures) and pedagogic practice tips on mask play.

There are invited to share the most fascinating ones in an electronic forum (e.g., WhatsApp) previously created with their consent. On that platform their also share comments on the masks of the world they came across.

### Reflection

No special reflection step needed, as questions and answers can be share through the forum.

### Overview

Grand final - performance/exhibition/ presentation of the masks and the project.

A public exhibition of the masks, linked with a performative intervention by the participants, directly in the audience or on a stage. Can be accompanied by a choreography with masks, music, texts, reflections, fotos and videos of the process, etc.

### Goal

The participants put in practice the idea of masks as a medium of introspection and exposition at the same time and can decide how they want to appear and interact with the audience and what to communicate of who they are.

### Type of activity

Presentations, performance

### Duration

approx. 3 hours

### Methodology

presence module, with a public audience

### Material needed

Appropriate room and stage, appropriate material according the artistic setting

### Preparation

Announce the event and spread the invitation

Make sure all the material needed for the presentation is gather together

### Procedure

Rehearsal and preparation of the presentation/ performance. The group decides together how they want to present themselves and their masks to the audience, showing on the one hand theirs masks as an artistic product and revealing on the other hand the process, the connections to real live in a neighbourhood and the reflections about the workshop.

They choose the design, the stage, the lights, the music, the choreography and the script.

### Reflection

At the end of the presentation or in a separate meeting (also possible virtually), the participants reflect about what they experienced, what they got aware of and what moved them through the process. They also decide what shall happen to the masks, if they stay exposed for a while or if they take away on the spot.

- If possible, the concept of the course should be explained to the audience before the presentation so allow the public to also provide some feedback.



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## Additional information

1. Module 1 – Introduction: Different kinds of masks
2. Instruction video/ photos: Mask building
3. Optional: Additional module with information about mask-traditions around the world as well as background information about the manipulation of masks

Trainers: They do not need to be theatre pedagogues or actors, but they should have an experience with leading creative workshops and know basics of theatre work. In every case they should try out the mask construction by themselves before teaching the workshop, the Instruction video will help them.

Children: for the presence workshop you may need to think about children eventually accompanying their mothers and provide an extra trainer that could do easy paper masks with the children.

Module 1, 2, 3 and 8 should be done online (they can also be done in presence, when the participants prepare and bring their own objects from home), the mask-making workshops should be in presence and can only be done if the support of fellow participants

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