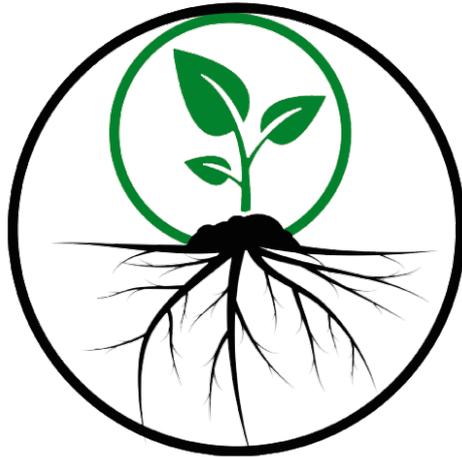


SE.M.I. Project

# Visual Translation



A project by Carmen Alcobio and Tatiana Tsoy

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## **1. Introduction**

This project has the goal to share intercultural knowledge with a non formal education approach. The facilitators are two international volunteers of SE.M.I. - Carmen Alcobio and Tatiana Tsoy.

## **2. The main goals of the project are:**

- Learning new skills with theatre and photography
- Team-building
- Create a portfolio of emotions: as a symbol of unified and common language
- Promote values of diversity and equality

In other words, we expect to have the opportunity to create a positive environment, to develop empathy by playing opposite roles. We also expect to make the participants feel comfortable with their own bodies and give them the opportunity to learn how to express their emotions by body language. Last but not least, we want to improve the communication skills of the participants by promoting dialogue among them, raising awareness that in a dialogue (such as a job interview, for example) 90% of the message that passes is non verbal (body language, tone of the voice etc.), therefore, controlling one's body language is a necessary social skill to master.

## **3. What's the project about?**

The project is an answer to the need of finding a common ground between one group of people that does not know how to speak the same language and are illiterate, or forgot how to write in their mother tongue or English. "*Visual Translation*" became the name of the project because visual supports are universal if we are speaking in ways of understanding. It is very important that the participants feel comfortable, since they are timid. Next, we will move to the topic about our "*target group*" (participants) and share some characteristics about them.

#### **4. How does “Visual Translation” work?**

Imagine two situations happening at the same moment:

1) One person showing an emotion (for example: happiness), this person is responsible to find a way to make clear what he/she is trying to transmit. So he or she can smile, jump, etc. In this case, this person is recreating the lessons about theater.

2) one person trying to figure it out which emotion the person n. 1) is trying to transmit and has to say it in english.

In both<sup>1</sup> cases, there will be one camera capturing the moments, photographing the process that goes from unknowing to understanding. All the photos will be merged in a stop-motion video that will be shown in the last class.

#### **5. Theatre of oppressed**

Theatre of Oppressed is a kind of theatre that promotes social change. In the Theatre of the Oppressed, the audience becomes active, such that as "spect-actors".

Our goal is to create positive space to develop empathy by playing opposite roles. Make the participants feel comfortable with their body and give them the opportunity to learn how to express and understand others' emotions by body language. We want also to improve the communication skills of the participants by promoting dialogue among them.

#### **6. Photography**

The photography goals are: learning new visual communication skills, getting the basics of how a digital camera works and key-words to learn a basic photography terminology.

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<sup>1</sup> Still to be confirmed

## 7. Non formal education

Our project has an interactive way of teaching, that we call “*non formal education*”. Non formal education is a way of sharing knowledge promoting active participation from the students, that can learn by doing: improving their english vocabulary, expanding their perceptions about visual language and body language, integrating in society, getting new interests.

## 8. Program Summary

The program is constituted of 5 classes, of 2 hours each. It starts with an introduction, followed by two more theoretical classes and two more practical classes.

The class 0 will be about a little Introduction of what we going to deal with. It will start with a presentation and an explanation about the project’s concept.

Then, we will be identify the participants’ expectations and fears, and in the end we will have “questions/answer” moment. This moment is crucial because the feedback is important to adapt our program better to the participant’s needs. In our opinion, and combining with the concept of non formal education, the main purpose of this project is **to present education as a free way of learning: knowing by doing.**

In the second and third class we will talk about theatre tools in non-formal education and our life, and show diversity and personal background of each participant and teacher. At the same time, the goal is to show how much in common we have: no matter where we are from and who we are, **we all have emotions**, and this is important to understand that we all feel them in different ways.

This phase will promote equality, and non-verbal language. Classes 4 and 5 are dedicated to practical exercises, theatre and photography.

In the end, we will save some time to present the results, to do a common evaluation and reflections about the all project. We also expect some feedback from the participants so we can improve our teaching skills.

## 9. Program

Class	Lesson
C L A S S  0	<ul style="list-style-type: none"> <li>● SE.M.I. and Visual Translation Presentation;</li> <li>● What is “<i>Social theatre</i>”;</li> <li>● How will photography be applied in this project?</li> <li>● Exhibition of visual material o introduce emotions;</li> <li>● Get the participants comfortable about the name of the emotions in english;</li> <li>● Explain the program of “Visual Translation”;</li> <li>● Know a little bit more about the participants, their expectations and previous knowledge;</li> <li>● Questions/answers.</li> </ul>
C L A S S  I	<ul style="list-style-type: none"> <li>● Beginner Photography Course;</li> <li>● Portrait Photography;</li> <li>● Basic explanation about how the a digital camera works;</li> <li>● Basic Types of cameras;</li> <li>● Common photography terms that beginners need to know (eg. Aperture; Lighting; Framing; ISO; Exposure; Focus; Noise; Shutter speed);</li> <li>● Complementary subjects: Lens; Time Lapse.</li> </ul>
C L A S S	<p>Theory about theatre tools in non-formal education and our life; Theatre preliminary exercises.</p>

<b>II</b>	
<b>C</b>	During theatre exercises, led by Tati, Carmen will take pictures of the process.
<b>L</b>	Also, with the help of the participants that showed more talent for
<b>A</b>	photography, we will capture and show three visions:
<b>S</b>	- one person doing theatre by representing one emotion;
<b>S</b>	- one person trying to figure out the emotion;
<b>III</b>	- the two participants capturing both processes: theatre and
<b>and</b>	comprehension.
<b>IV</b>	

## 10. Conclusion

This project means a lot for us, not only because it is our first project in Erasmus+ (our volunteering project), but also because it is something that we really want to put every energy, heart and sweat. It is a huge challenge to communicate, and establish a communicational environment between the participants, and between the participants and us (SE.M.I. volunteers). We are sure that this project is a two way learning: we will learn as much as we will teach, and vice versa in case of the participants. What we want is to create a spirit inside of the participants that keeps them more interested about photography and theater, and learning in general. And of course, that they learn some vocabulary. We also think that the probability of them going out the classes with more knowledge is higher, because in the end of the day, they lived the emotions.