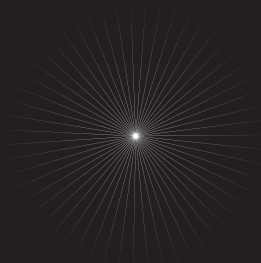


Civil Stage



HANDOUTS



performative arts in youth work and human rights education

Contents:

facilitation basics

tools in non-formal education

human rights education

improv theatre

forum theatre



facilitation basics

Myths of facilitation

Moving debate one end of the place is true, the other false. We read out several phrases about facilitation and participants had to decide whether they agree or not, on a scale (they could also stay in the middle or agree/disagree a little, etc). After each statement we discussed and contrasted the opinions. The statements:

- Facilitators have to be an expert in their topics.
- Facilitation has to be fun.
- Facilitation should always be inclusive (involve everyone).
- Facilitators should not make anyone feel uncomfortable.
- Facilitators should always trust the process.



Definition of facilitation

We presented participants the "official definition" of facilitation: to make things easier. However as this definition is quite vague, we also talked about different facilitation styles they can shift into, depending on the focus (process versus content) of their session/activity:

Expert: When there is a really specific topic the facilitator wants to pass on, they focus more on delivering the knowledge itself, than keeping the session interactive.

Teacher: Still more focused on the content, however some interaction (short questions, confirming understanding) is included.

Trainer: Focuses more on the process of delivering learning (participants fill most of the sessions through their experiences and learning), with some content added by the facilitator.

Chair: Only focus on the process itself, participants create the content entirely.

Of course these categories are not black or white (especially within non-formal education), facilitators can choose and shift their style many times, even during the same session.

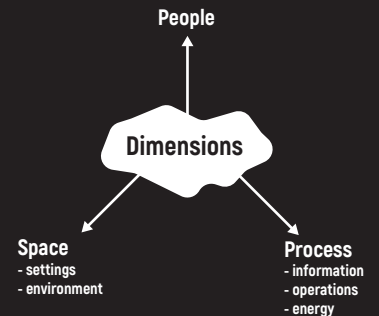
Dimensions of facilitation

When facilitating, besides keeping in mind the appropriate style for our sessions, it is also important to pay attention and prepare for other factors, such as:

Space: settings and environmental factors..

People: how to manage difficult participants as a facilitator.

Process: how to design the process/flow of the session you facilitate, keeping in mind the information, managing the logistics and paying attention to the energy level of the participants.



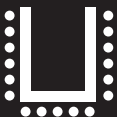
Space



Herring bone



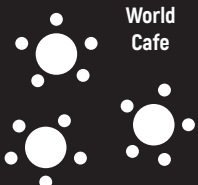
U Shape



Amphitheater



World Cafe



Space

Managing space as a facilitator is crucial, as a well-selected setting or well-arranged room can influence the learning of the participants a lot. Also keeping in mind the possible environmental factors (such as lights, IT equipment, possible outside area, etc.) can help us prepare better activities and avoid possible issues as facilitators.

Settings:

In 5 smaller groups we brainstormed about some possible settings, discussed their advantages /disadvantages and also which kind of session we can use these for. After this, each group presented their ideas, so the whole group could benefit from all the ideas and contribute.

We talked about the following settings:

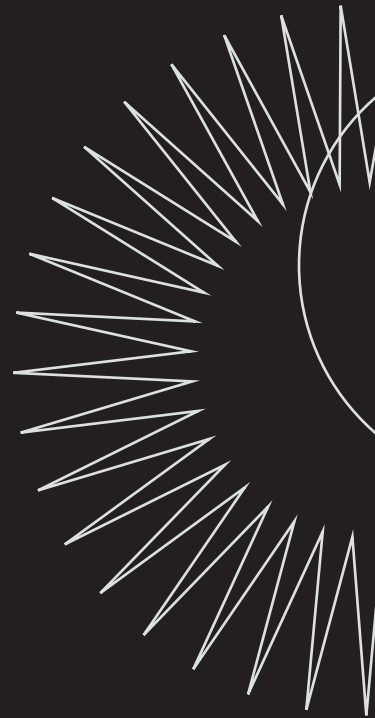
World cafe/Bistro (small groups)

U shape

Circle

Amphitheater

Herring bone



list of factors
surprising venue,
external distractions,
furniture,
temperature, light,
rain, air,
cleanliness, smell,
food, audience,
room (floor, color,
safety, wires)
noise and accoustic,
music, accessibility
and location,
dangerous animals
or cute animals,
outdoor -
landscape, facilities,
time and date,
sharing with other
group,
technical
equipment,
internet,
navigation,
condition of the
participants,
history, legislation
and regulations.

Environmental factors

Participants first talked in pairs about what kind of environmental factors they need to think of/prepare for when facilitating (lights, visuals, rooms, etc), especially thinking of possible issues. After having discussed these (and also possible solutions) we also shared the ideas within the whole group and clarified questions/ doubts, shared tips and tricks.

People

At this session we mainly talked about how to handle difficult participants. All the participants also had the chance to facilitate short discussions, as we broke into 6 small groups and did 5 short simulations. In each round each group appointed one facilitator and the others got a role: there was always 2 people who had a special role.

TOPIC:	Decide your next holiday destination	Decide on a subject you'll present at history class	Decide on what to do for grandma's 80th birthday	Decide which movie to watch	Decide which book to read for the book club
SPECIAL ROLE:	One person had many many ideas. One person only had to think about money.	One person jokes all the time. One person is really silent.	One person doesn't like grandma. One person talks a lot.	One person is constantly off-topic. One person is very rational.	One person disagrees with everything. One person gives very detailed answers.

After each round we discussed shortly how facilitators felt and managed the conversations, how the other felt within the task, pointed out the special roles and how we can manage these when needed.

This is the summary of all the ideas discussed and a chart from the Training Essentials kit summarizing the possible roles within a group:



Task	• Initiator – introduces new ideas or new approaches • Opinion-giver – provides pertinent observations • Elaborator – builds on suggestions from others • Clarifier – gives relevant examples, restates and reformulates the problem and probes for meaning and understandings.
Process	• Tension-reliever – uses humour or suggests timely breaks • Compromiser – is willing to yield a point of view • Harmoniser – mediates, reconciles • Encourager – uses praise and support • Gate-keeper – keeps channels of communication open, encourages others and may act as a filter (in a positive or negative way)
Blocking roles	• Aggressor – deflates the status of others or disagrees aggressively • Negator – criticises or attacks others • Blocker – holds on to positions, mentions unrelated experiences or returns to already resolved themes • Withdrawer – will not participate (may have private conversations or take notes) • Recognition-seeker – boasts or talks excessively • Topic-jumper – changes the subject • Joker – diffuses the energy by telling jokes • Devil's advocate – presents the other point of view (this role can play a positive part also)

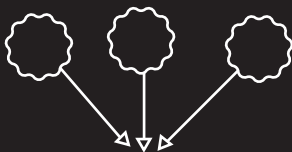
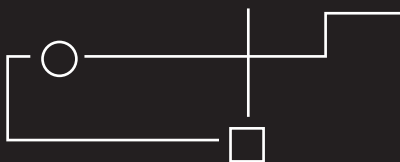
Here're some of the ways to manage different roles in the group:

INITIATOR	Gently stop, give equal space to everyone, give attention, accept an offer, give tasks, use-up the energy, write it down, park it for a later stage.	use it if appropriate, if not - set rules, J ignore, O give attention and set serious environment, max 3 jokes each, E use it to break the ice R
NEGATOR	yes, and... (have positive approach), give space "Why", ask open questions, include, open up, let the pearson be heard (brainstorm).	open questions, S appreciate when they respond, I is it fear? use non-verbal methods, can L indicate digestion, ask, why? E use smaller groups, N give roles, write down ideas. T
AGGRESSOR	give time and space and move on, ask why, jokes, last resort - exclude, open positive questions.	direct and instruct, T give credits, P park it for later, I remind the goal, J be patient, U hand gesture, M be flexible. P ER
RECORDS EER	give some attention, invite others, specify question, talking stick, acknowledge, specify who answers, provide open space.	use it to build on, E positive contribution to help facilitator, L pause it and find other proposals. A B O R A T O R
BLOCKER	use it to make a decision, find the middle ground, give everyone a chance to propose, use ideas for the future.	

Process

To best experience on how to facilitate a process, participants were divided into small groups and each group had to go through the process step by step: at each step we first went through the theory and some methods on how to perform, then gave them some time to experience the given part.

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The main topic to practise was to come up with a solution to solve air pollution.

Steps of facilitating a process:

A. Generate ideas (diverging) - Once the problem is given, collect every possible idea possible on how the problem can be solved. This can be done by brainstorming just collecting ideas, sharing, collect ideas through post-its, reversal brainstorming, lateral thinking.

B. Organizing - Once ideas are collected, give them a structure: this can happen through making a mindmap, connecting several ideas together, chunking them, or clustering them. This is only to organize the collected ideas, not to judge or discuss any of them just yet.

C. Prioritize ideas (converging) and decide - Evaluate the ideas/alternatives, summarize key points, analyze, prioritize them. Reach a conclusion for the decision, this can happen through: consensus, random pick, voting, consulting others. Pick one solution to work with.

D. Action plan - Now that you have one idea, create an action plan of how to make it happen. This is a crucial step within the process in order to make sure participants are ready to take action after the exercise. If time allows it as a further step you can prototype the selected solution as well.

E. Evaluate - Evaluate both the outcomes of the process within the group, and the facilitation process itself. This can trigger a similar process if the group is not happy with the outcome or if they want to bring the idea further.

When facilitating such a process, it is recommended not to get involved into the content itself, as it can distract you from focusing on the group and bringing them through the process. Also depending on the complexity of the activity, make sure you monitor the group's energy level as well and include everyone into the process.

Final task of the block: To put all these theories into practice, we divided the participants into 6 groups and asked them to prepare and facilitate a short activity (stereotypes, our event's media strategy and environmental rights).

tools in non-formal education

GROUP WORK



- Encourages responsibility. When people feel they own what they are doing, they are usually committed to the outcome and take care to ensure a good result.
- Develops communication skills. People need to listen, to understand what others say, to be responsive to their ideas and to be able to put their own thoughts forward.
- Develops co-operation. People soon learn that when they are working towards a common goal they do better if they co-operate than if they compete with each other.
- Involves decision-making skills. People quickly learn that the best way to make decisions is to look at all the information available and to try to find a solution that satisfies everybody. Someone who feels left out of the decision-making process may disrupt the group's work and not honour decisions which are made by the rest of the group. It is important to note that successful

BRAINSTORMING

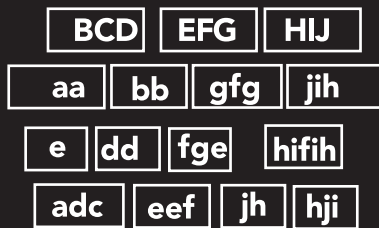


Brainstorming is a way to introduce a new subject, encourage creativity and to generate a lot of ideas quickly. It can be used for solving a specific problem or answering a question.

How to brainstorm:

1. Decide on the issue that you want to brainstorm and formulate it into a simple question or statement.
2. Write the question on a large piece of paper or a board placed where everyone can see it.
3. Ask people to contribute their ideas. You write down the ideas under the question or statement. Use single words or short phrases.
4. Stop the brainstorming when ideas are running out and then
5. Go through the suggestions, asking for comments.
6. Then sum up and, taking the new knowledge, move on to an activity or discussion.
7. Write down EVERY new suggestion. Often the most creative or "crazy" suggestions are the most useful and interesting!
8. No-one may make any comments or judge what is written down until the end.
9. Discourage repetition. If someone suggests an idea that is already on the board, thank them and gently point out where you wrote it. If a suggestion is unclear, ask for clarification.
10. Only give your own ideas if it is absolutely necessary to encourage the group.

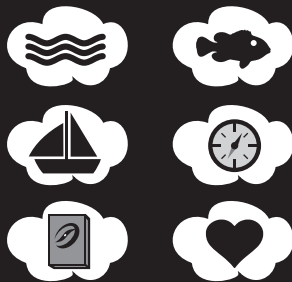
WALL WRITING



This is a form of brainstorming. The facilitator writes up the statement or question to be brainstormed, preferably on a wide, blank wall. However, instead of the facilitator then writing the suggestions down, participants write their ideas on small pieces of paper (for example, "Post-its") and stick them up themselves. The advantages of this method are that people can sit and think quietly for themselves before they are influenced by the other people's ideas, and the pieces of paper can be repositioned to aid grouping related ideas together during discussion.

This is another form of brainstorming that can be used as an icebreaker or as an introduction to a discussion or activity. Participants sit in a circle and the facilitator starts off by saying a key word (a word they have chosen that is at the heart of the topic they wish to introduce). Go round the circle, each person in turn first repeating the key word and then the first word that comes into their head associated with the key word. A variation is for each person to respond to the word the last person said.

ASSOCIATION GAME



This is another form of brainstorming that can be used as an icebreaker or as an introduction to a discussion or activity. Participants sit in a circle and the facilitator starts off by saying a key word (a word they have chosen that is at the heart of the topic they wish to introduce). Go round the circle, each person in turn first repeating the key word and then the first word that comes into their head associated with the key word. A variation is for each person to respond to the word the last person said.

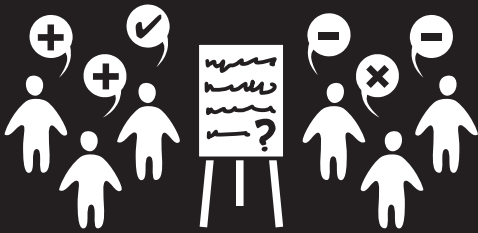
Discussions in large groups

BUZZ GROUPS



This is a useful method if no ideas are forthcoming in a whole-group discussion. Ask people to discuss the topic in pairs or small groups for some minutes and then to share their ideas with the rest of the group. You will soon find the atmosphere "buzzing" with conversations and people "buzzing" with ideas!

STATEMENT EXERCISE



This technique enables participants to express an opinion without necessarily having to justify it. It is a gentle way to encourage people to be self-confident to share their opinions.

Prepare some statements (4–6 should be sufficient) about a topic or topics you want to explore with the group. Make two signs, “I agree” and “I disagree”, and place them on the floor about 6–8 metres apart. If you wish to, you can place a rope or tape on the floor between the two signs to symbolise the continuum between the two extremes of opinion.

Read out one of your prepared statements and ask participants to position themselves between the two extremes according to their opinion; those who are undecided stand at the centre point. Invite participants, if they wish, to explain why they are standing where they are. Encourage people to change their position along the line if they change their opinion as a result of the arguments they hear.

A variation is called “Points of view”. Make four signs to stick on the four walls of the room: “I agree”, “I disagree”, “I don’t know” and “I want to say something”.

As before, people place themselves according to their response and they can change position at any time.

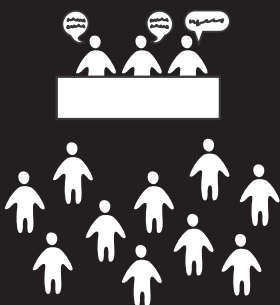
FISHBOWL EXERCISE



This method is a helpful way of getting participants to address their comments to each other rather than to the facilitator or teacher. Invite a few – ideally between four to six – participants to sit together in a small circle in the middle of the room to discuss a topic while everyone else sits around the outside and listens to “the fish in the bowl”. When one of the observers wishes to contribute to the discussion, they come forward and position themselves behind one of the “fish”. This “fish” then has to swap out and join the listeners.

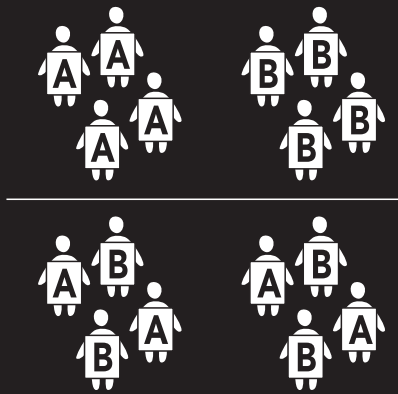
There are several benefits to using this method, the main one being that the participants have control over the discussion in as much as a person may come forward to speak when they themselves decide to, but also other members of the group can shut someone up who is making long speeches or repeating themselves by forcing them to swap out.

DEBATES



Traditional house debates are useful, especially in a classroom where there are fewer possibilities for using other discussion methods. If the whole class is to discuss, for instance, “This house believes that human rights are a Western invention and not universal”, then let one of the pupils, rather than the teacher, be the chairperson. Another form of debate is a panel debate where a panel of “experts” is invited by the audience to answer questions. This is a good way of providing information, encouraging enquiry, enabling people to explore differing points of view and demonstrating that human rights are complex.

AAA BBB CCC



This is a very useful technique when you want people to develop their knowledge and understanding without you “teaching”. People work in small groups to develop their expertise about an aspect of a topic. The groups then re-group and share their knowledge.

Prepare a statement or question card for each group about an issue you wish to

work on. Each group is to work on a different aspect of the same issue.

Get the participants to form three small groups; one group is group A, the second is group B and the third group C. Give each group an agreed length of time in which to discuss the question or problem. Then re-group them so that each of the new groups contains one member from each of the original groups; in other words the new groups are constituted as ABC, ABC and ABC. Give the ABC groups the task of solving a problem or coming to a consensus that requires input from each member.

Discussions in small groups

STATEMENTS IN THE HAT



This technique is a sensitive way to introduce a topic, to get people talking or to generate ideas. Make some statement or question cards and put them in a hat. Either pass the hat round or place it in the middle of the circle. Ask people in turn to take out one card and to comment.

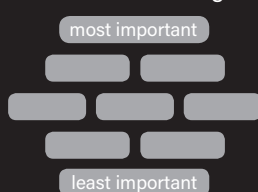
Instead of the facilitator making the cards, he/she can ask the participants to make their own statement or question cards. In this way questions can be put to the group anonymously, which is useful if discussing issues that may be sensitive.

RANKING

Ladder ranking

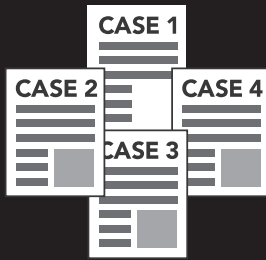
1.  Gender
2.  Work
3.  Education
4.  Health

Diamond ranking



This is a useful form of discussion activity when you want to stimulate a focused discussion in small groups. You need one set of statement cards for each small group; nine to twelve statements are adequate. You select simple statements related to the topic you wish people to discuss and write one statement on each card. The groups discuss the statements and try to come to agreement about the order of importance. This can either be done as a ladder or as a diamond. In ladder ranking the most important statement is placed at the top, the next most important underneath it, and so on, down to the least important statement at the bottom. For diamond ranking you need nine statement cards. People negotiate on which is the most important statement, then on which are the two second-most important, then the 3 statements of moderate importance and so on as shown in the diagram. Because issues are rarely clear cut, diamond ranking is often a more appropriate method than simple ranking. It is less contrived and therefore more acceptable to participants. It also gives better opportunities for consensus building. A variation of the ranking method is to write eight statements and to leave one card blank for the participants themselves to write one.

CASE STUDIES



Case studies are short “stories” about people and events that illustrate a problem. Like statement cards, they are useful tools for presenting information in a non-didactic way. They are also valuable because they create a distance between the participants and the problem, which makes discussion of the topic less threatening. For instance, if there are bullies in the group and you want to tackle the problem, you can present a story about bullying that contains parallels to the real situation. Participants read the case story, analyse the problem and try to make suggestions for resolving the problem.

Performative learning

DRAMA



Exploring ideas and issues through drama can provide people with an outlet for emotions, thoughts, dreams and creativity that they might not otherwise be able to express. Drama involves the whole person, their heads, hearts and hands and thus involves not only the intellect, but also the senses and emotions, making it a powerful tool. Furthermore, it is a most efficient technique because it appeals to people of all learning styles, that is, to auditory, visual and kinæsthetic, or tactile, learners. Debriefing is especially important after activities based on some form of drama, including role plays and simulations. Players may need time to come out of role before they go on to discuss their feelings and why they chose to take the actions that they did.

ROLE PLAYING

A role play is a short drama acted out by the participants. Although participants draw on their own life experiences to role play a situation, role plays are mostly improvised.

Role plays can improve understanding of a situation and encourage empathy towards the people who are portrayed. They enable people to experience challenging situations but in a safe atmosphere.

Role plays need to be used sensitively. Firstly, it is essential that people have time at the end to come out of role. Secondly, everyone needs to respect the feelings of individuals and the social structure of the group. For example, a role play about disabled people should take into account the fact that some participants may suffer from disabilities themselves (maybe not visible) or may have relatives or close friends who are disabled. They should not feel hurt, be forced to be exposed or marginalised. If that happens, take it seriously and apologise and explain.

Also, be very aware of stereotyping. Role plays draw out what participants think about other people through their “ability” to play or imitate them. This is also what makes these activities great fun! It is useful in the debriefing to ask, “Do you think that the people you played are really like that?” It is always educational to make people aware of the need to constantly review information critically; ask participants where they got the information on which they based the development of the character.

SIMULATIONS

Simulations can be thought of as extended, structured role plays (they do not involve the same degree of improvisation) that take the participants into unfamiliar situations and roles.

Simulations demand a high level of emotional involvement and intellectual ability, especially for those players who have to argue from a point of view with which they personally disagree.

FORUM THEATRE



Forum theatre is an interactive form of theatre that encourages audience interaction and explores different options for how to deal with a problem or issue. Forum Theatre (also known as Boal's Theatre, "Theatre of the Oppressed" or "Theatre for Development") was created in the early 1970s by Augusto Boal, who wanted to empower his audiences.

Forum theatre is a form of role play. The audience watches a short play in which

a central character encounters an oppression or obstacle which he or she is unable to overcome; the subject-matter is presented in a way that it relates to the lives of the audience. When the play has been performed it is repeated and members of the audience can take to the stage and suggest alternative options for how the protagonist could have acted. The actors explore the results of these choices with the audience, creating a kind of theatrical debate in which experiences and ideas are rehearsed and shared, generating both solidarity and a sense of empowerment.

Forum theatre is a very useful tool for delivering HRE, for example, when exploring ways of solving problems or resolving conflicts. It allows people to take the stage and explore different possibilities. In this way, the event can be used to rehearse for an imminent event, or to uncover and analyse alternatives in any situation, past, present or future.

Multimedia

Using pictures: photographs, cartoons, drawing, collage



"A picture says a thousand words". Visual images are powerful tools both for providing information and for stimulating interest. Remember also that drawing is an important means of self-expression and communication, not only for those whose preferred thinking style is visual but also for those who are not strong in expressing themselves verbally.

Tips for building up a picture collection

Pictures are such a versatile tool that it is a good idea for facilitators to build up their own stock. Images can be collected from, for instance, newspapers, magazines, posters, travel brochures, postcards and greetings cards.

Trim the pictures, mount them on card and cover them with transparent, stickybacked plastic (sold for covering books) to make them durable and easy and pleasant to handle. The collection will look more like a set if the cards are all made to one size.

A4 is ideal, but A5 is a good, practical compromise.

It can be a good idea to write a reference number on the back of each picture and to record the source, original title or other useful information elsewhere. Thus, people will have only the image to respond to and will not be distracted by other clues.

Using films, videos and radio plays



Taking photo- graphs, making films and videos

Films, videos and radio plays are powerful tools for HRE and popular with young people. A discussion after watching a film should make a good starting point for further work. Things to talk about are people's initial reaction to the film, how true to "real life" it was, whether the characters were portrayed realistically, or whether they were trying to promote one particular political or moral point of view, and not to forget which human rights are involved!

Bear in mind to check if there is any copyright or any restriction on public screenings of the videos that you wish to use. A screening to a class or youth group may constitute a public showing.

The technology of camcorders, digital cameras and mobile phones now makes making films and taking pictures much more accessible for everyone. Young people's pictures and films vividly show their points of view and attitudes and make excellent display material.

Video letters

Video letters are a proven way to break down barriers and prejudices. They enable people who would not otherwise meet face-to-face to "talk" and to share insights into how they live and what is important to them. One example is a British TV project where a Roma woman and a resident near a proposed Roma camp site refused to talk to each other. However, a mediator succeeded in persuading them to send a series of video letters to each other. Each began by showing their homes and introducing their families. Gradually, in subsequent letters, as they revealed more of their lives, the prejudices diminished and were replaced by understanding and empathy. Each found that they had much more in common than they ever imagined and finally they agreed to meet in person.

The media: newspapers, magazines, radio, television, Internet

The media is an infallible source of good discussion material. It is always interesting to discuss the way news or information is presented and to analyse bias and stereotypes.

Further discussions can include issues such as ownership of the media, political distortion, censorship and freedom of expression.

Once again, be sure to check for copyright on any materials you want to use.

pedagogy of the oppressed

PAULO FREIRE

Human rights education and training encompasses education:

- (a) About human rights, which includes providing knowledge and understanding of human rights norms and principles, the values which underpin them, and mechanisms for their protection;
- (b) Through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
- (c) For human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Human rights education and training is a lifelong process that concerns all ages. And it needs no academic degree to be provided by somebody.

If the education is only about the ABOUT and is topped down, or it's only studying the documents and lack of making connections to one's own life and one's own community, it's going to fall short and especially youth is not going to embrace it. It's very difficult to go to the FOR and it's very difficult for youth to be able to take action if they are not given the means to know how to do that, or their own learning of human rights hasn't been done in a way that connects to their own lives.

There are multiple types of human rights education:

HRE for Global Citizenship – is focusing on learning international covenants and universal values.

HRE for Coexistence – Focus on learning strategies for healing and reconciliation after civil or ethnic conflicts.

HRE for Transformative action – we are at the moment in time, where human rights and democracy is being threatened in so many different context that there is need for transformative action. Focus on understanding own lived experiences of being marginalized from economic and political power. Developing a radical critique of social/political realities – Paulo Freire “critical consciousness” – and becoming engaged in change toward social justice. This is not just learning the laws, it's also using the laws to be able to look at one's reality to critique what's happening and that realizing that you are being denied those rights, that are inscribed. It of course involves taking action.

Lack of this kind of education causes that youth is becoming more passive in civic and social life, take less participation, rarely vote and then we see some dangerous consequences.

Paolo Freire - a Brazilian expert in education thought that nowadays there are different dualities:

Oppressors and the Oppressed (suboppressed);
Humanisation and Dehumanisation.

In his book “Pedagogy of the Oppressed,” he talks about the education system that works nowadays, he thinks it's one of an example of oppression – when a human being is receiving “truths without critique. He compared this event to a “banking” or “container” system – where the information is stored. This is very much based on subordination and hierarchy, so that the student receives everything from the teacher – testing, examination, storing, memorizing, remembering...

Freire opposes this with a critical pedagogy – which develops a critical understanding of the reality.

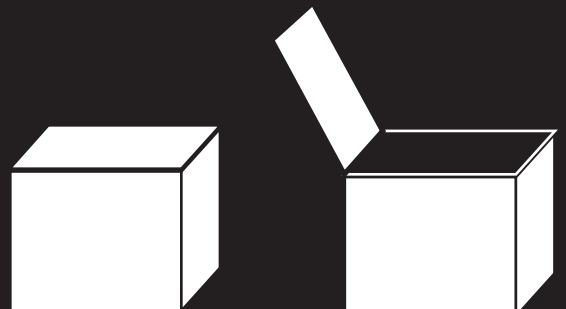
“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” [Freire, Pedagogy of the Oppressed]

Critical pedagogy should be deep – based on a dialogue, communication, reflection, analysis and taking action. Not like the superficial education – based on monologue, propaganda, communique, instructions and slogans.

oppressors



oppressed



human rights education

pedagogic basis of human rights education

1.

HOLISTIC LEARNING

HINT:

Human rights issues concern the whole of a person (body, mind and soul) and all dimensions of life from cradle to grave. The whole person lives in the whole world where everything is interrelated;

Holistic learning promotes the development of the whole person, their intellectual, emotional, social, physical, artistic, creative and spiritual potentials. Holistic learning also implies that learning takes place in a social context that encompasses all everyday experiences.

A holistic approach also means that we seek to address and involve the cognitive, practical and attitudinal dimensions of learning, that is, not only what people learn, but also how to apply their learning in their attitudes or behaviour and how to apply it in action for human rights, alone or with others.

QUESTIONS TO DISCUSS:

(use Dixit cards to help with expressing yourself)

1. What kind of learning experience from your life would you identify as a holistic learning?
2. How does an educator ensure that the young learner is engaged in holistic human rights education?

2.

OPEN-ENDED LEARNING

HINT:

Open-ended learning is structured so that multiple / complex answers to problems are not only possible, but expected.

Participants are not steered towards one "right" answer which makes sense, because life is not black and white and ambiguity is a fact of the world we live in.

Open-ended learning encourages self-confidence to express opinions and critical thinking. This is essential in human rights education because human rights issues are bound to result in different opinions and understandings; it is therefore important for the learners to learn together but still be free to disagree or come to opposite conclusions or points of view.

QUESTIONS TO DISCUSS:

1. Which one was first, chicken or egg?
2. What kind of activities encourages and develops critical thinking?
3. Are there wrong kinds of expression?
4. Can a facilitator share their opinion to the group? If yes, in what way?
5. Would you tolerate hate speech as an opinion of the learner? How would you deal with this as a facilitator?

3.

VALUES CLARIFICATION

HINT:

Participants are given opportunities to identify, clarify and express their own beliefs and values and to confront them with others in a safe framework based on the dignity of every human being, freedom of thought and expression, and the respect for others' opinions.

QUESTIONS TO DISCUSS:

(Ask a facilitator to demonstrate an exercise)

1. What role does human prejudices, biases and norms play in making decisions?
2. When is the best time to challenge norms with the group?
3. Should religion be challenged? If yes, how to facilitate that?

4.

PARTICIPATION

HINT:

Participation in education means that young people take part in making decisions about what and how they are going to learn about human rights. Through participation young people develop various competences including those of decision making, listening, empathy with and respect for others, and taking responsibility for their own decisions and actions.

During human rights education one cannot sit back and be a passive observer.

Participation requires a supportive environment which encourages learners / participants to take responsibility for the activities and processes they are involved in. It is important to be transparent and honest with participants – also about the limits of participation.

QUESTIONS TO DISCUSS:

(Theater is a good way for facilitation, create a "shadow theater" performance and discuss participation)

1. At what extent do you think participants should have a say on what they are learning? What if your participants are kids?
2. What other ways of participation do you know?
3. What to do if your group is not participating actively?

5.

CO-OPERATIVE LEARNING

HINT:

Learning to respect others and to work together is one aim of human rights education. In co-operative learning people learn through working together to seek outcomes that are beneficial both to themselves and to all members of the group. Co-operative learning promotes higher achievement and greater productivity, more caring, supportive, and committed relationships and greater social competence and self-esteem. This is in contrast to what happens when learning is structured in a competitive way. Competitive learning often tends to promote self-interest, disrespect for others and arrogance in the winners, while the losers often become demotivated and lose self-respect.

QUESTIONS TO DISCUSS:

(Color a mandala together)

1. What role does co-operation play in education for democratic citizenship?
2. Should a human rights educator ignore the existence natural competition in life (labour market, economic market, carrier etc)? How do you explain this tension to the participants?
3. What kind of personal developments can learners have with human rights education in terms of social and civic competencies?

6.

EXPERIENTIAL LEARNING

HINT:

Learning through experience is the corner stone of human rights education, because core human rights skills and values such as communication, critical thinking, advocacy, tolerance and respect cannot be taught; they have to be learned through experience and practised.

Knowing about human rights is important, but not enough in itself. It is necessary that young people have a far deeper understanding about how human rights evolve out of people's needs and why they have to be protected. For instance, young people with no direct experience of racial discrimination may think that the issue is of no concern to them. From a human rights perspective this position is not acceptable; people everywhere have a responsibility to protect the human rights of others.

As human rights educators we should aim to inspire young people to be concerned about human rights and to give them the tools to act when and where they feel that this is necessary.

QUESTIONS TO DISCUSS:

(examine David KOLB's cycle of experiential learning and discuss it while passing a brain to each other)

1. In what ways can you, as a facilitator, sensitise people with the human rights issues that do not necessarily touch them?
2. What is the role of debriefing in human rights education? What methods of debriefing do you know?
3. How does a facilitator organise deep reflection?
4. How do you find out about tools on how to act to enjoy your human rights and defend them?
5. Are there any tools that shouldn't be taught to young people?

7.

LEARNER-CENTREDNESS

HINT:

"start from where people are".

Human rights education has a very clear purpose: enabling learning about, for and through human rights. Although knowledge about human rights and competences for human rights are fully part of human rights education, the learner, or the participant, is at its centre.

What matters is not so much what the facilitator or teacher delivers or conveys, nor the contents ("Today we're going to learn about the death penalty"). It is the learner / participant who is at the centre because what they learn or make out of what is being taught or experienced is what really matters because in this way it is more relevant for the participant (or not relevant at all, which is also important to notice) and it is more likely to be given a practical meaning. Learner-centredness has many other assertions and consequences, including the openness from the side of the facilitator to adjust the content and level of the work to the participants' realities.

QUESTIONS TO DISCUSS:

(Old Georgian riddle: "outside satin, inside - countless)

1. There are myriad ways on how group may react to your programme, activities and plans, how do you observe what are the needs of the group as a facilitator?
2. How do you find out about the needs of the individuals within the group?
3. How do you find a balance between individual and group needs?
4. What kinds of activities would you choose to enable participants to express and act on their realities and contexts?

human rights education glossary

1. RESPONDING TO OPPRESSION	
Advocacy	To publicly support or suggest an idea, a development or way of doing something. It is an activity by an individual or group which aims to influence decisions within political, economic, and social systems and institutions. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning and publishing research.
Lobbying	It includes the actions when a person or organization is trying to influence decisions makers with arguments for on specific case or issue.
Affirmative action ('positive discrimination')	Action taken by government or private businesses to make up for past discrimination in, for example, education and work against, for instance, women, those of specific races, ethnic groups, religions or disabilities. It is one way to give disadvantaged groups substantive equality. It should be seen as a temporary measure until such a time as equality is achieved.
Ombudsman	An independent official, usually appointed by the government or by parliament, who is charged with investigating complaints reported by individual citizens.
Empowerment	Increasing the spiritual, political, social, or economic strength of individuals and communities. It is used in relation to giving marginalised individuals and groups the ability claim their rights to participate fully in society through, for instance, legislation, affirmative action and training.
Human Rights Education	Education, training, awareness raising, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and developing their attitudes and behaviour, to empower learners to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.
Media Literacy	Competence – to check received information, its authenticity, validity and trustworthiness
Equality	It is the state of being equal. It means that no person counts more than another, whatever his or her parents are, whatever his or her social position is. Of course, people are not identical to one another in their interests, abilities, and lifestyles. So equality for people is about having the same rights and the same chances. People must have equal opportunities to succeed in education or work, depending on their own efforts. Equality will only be a reality when people have the same access to housing, social security, civil rights and citizenship.
Ally	A person who is a member of a majority group who is engaged through his or her personal and professional affairs to end oppression by advocating for minority population. There are allies to racial and ethnic minorities, religious beliefs, sexual minorities, etc. For allies, the belief that all persons regardless of age, sex, race, gender, religion, ethnicity, sexual orientation and other personal and social characteristics should be equally treated, with dignity and respect, is a common purpose.
Political rights	The right of individuals to participate in the political life of their community and society, such as by voting for their government.
Cultural rights	Cultural rights are human rights that aim at assuring the enjoyment of culture and its components in conditions of equality, human dignity and non-discrimination. They are rights related to themes such as language; cultural and artistic production; participation in cultural life; cultural heritage; intellectual property rights; author's rights; minorities and access to culture, among others.
Integration	The process of mutual adaptation between host society and migrant. It implies a sense of obligation and respect for a core set of values that bind migrants and their host communities to a common purpose. It is a form of cultural exchange in which one group assumes the beliefs, practices and rituals of another group without sacrificing the characteristics of its own culture. Social integration is a dynamic and structured process in which all members participate in dialogue to achieve and maintain peaceful social relations. Social integration does not mean forced assimilation.
Social Inclusion	Social inclusion, the converse of social exclusion, is affirmative action to change the circumstances and habits that lead to (or have led to) social exclusion. The World Bank defines social inclusion as the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society. Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Non-refoulement Principle	A principle of international refugee law that prohibits States from returning refugees in any manner to countries or territories in which their lives or freedom may be threatened.
Tolerance	It is respect, acceptance and appreciation of the rich diversity of our world's cultures, forms of expression and ways of being human. Tolerance is harmony in difference. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is being yourself without imposing your views on others. Tolerance is not giving in or giving up. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. The practice of tolerance doesn't mean toleration of social injustice or the abandonment or weakening of one's conviction. Tolerance is not always a positive concept. More traditional meanings of the word tolerance do not include respect or acceptance.
Active Citizenship	stands for an active participation of citizens in the economic, social, cultural and political fields of life. In the youth field much emphasis is on learning the necessary competences through voluntary activities. The aim is not only to improve the knowledge, but also motivation, skills and practical experience to be an active citizen.
2. OPPRESSION	
Antisemitism	Fear, hatred, resentment, suspicion, prejudice, discrimination or unfair treatment of people of Jewish origin or those who confess Judaism.
Apartheid	Inhumane acts of murder, rape, torture, enslavement or other crimes against humanity committed in a systematic way, led by one racial group over any other racial groups
Neo-Nazism	Refers to post-World War II far right political or social movements and ideologies that seek to revive Nazism or some variant based on racial or ethnic nationalism.
Islamophobia	Prejudice against, hatred towards, or fear of the religion of Islam, Muslims or of ethnic groups perceived to be Muslim.
Sexism	Prejudice or discrimination based on a person's sex or gender. It affects men and women, but especially women. It has been linked to stereotypes and gender roles, and may include the belief that one sex or gender is intrinsically superior to another. In extreme cases it may foster sexual harassment and other forms of sexual violence.
Homophobia	It encompasses a range of negative <u>attitudes</u> and feelings toward <u>homosexuality</u> or people who are identified or perceived as being <u>lesbian</u> , <u>gay</u> , <u>bisexual</u> or <u>transgender (LGBT)</u> . It can be expressed as <u>antipathy</u> , <u>contempt</u> , <u>prejudice</u> , aversion, or <u>hatred</u> .
Ageism	<u>Stereotyping</u> and discriminating against individuals or groups on the basis of their age.
Misogyny	Hatred of, contempt for, or prejudice against women that can be manifested in numerous ways, including social exclusion, discrimination, male privilege, violence against women, and sexual objectification
Racism	Racism is usually defined as views, practices and actions reflecting the belief that humanity is divided into distinct biological groups called races and that members of a certain race share certain attributes which make that group as a whole less desirable, more desirable, inferior or superior.
Xenophobia	(Irrational) fear of foreigners, of persons from other countries or of things foreign generally. It can lead to discrimination, racism, violence and even armed conflict against foreigners.
Nationalism	The strong belief that the interests of a particular nation-state are of primary importance. Also, the belief that a people who share a common language, history, and culture should constitute an independent nation, free of foreign domination.
Alt-right	Radical right-wing ideology, which is designated by white privileging, antisemitism, nativism, islamophobia, antifeminism, homophobia and populism
Hate crime	Crime motivated by someone's race, sexual orientation, religion, gender identity or disability, culture or social situation. In most countries offenders can get a tougher sentence.
Hate Speech	Hate speech, as defined by the Committee of Ministers of the Council of Europe, covers "all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination

Heteronormativity	Attitude that heterosexuality is the only normal and natural expression of sexuality
Discrimination	It is differential treatment of persons in relevantly similar situations, without an objective and reasonable justification. Discriminated characteristics can include sex, race, colour, ethnic or social origin, sexual orientation, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or other personal or social circumstances.
Stereotype	In social psychology, a stereotype is any thought widely adopted about specific types of individuals or certain ways of behaving intended to represent the entire group of those individuals or behaviors as a whole. These thoughts or beliefs may or may not accurately reflect reality.
Prejudice	is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group. For example, a person may hold prejudiced views towards a certain race or gender etc.
Harassment	an unwanted verbal, non-verbal or physical conduct for a person or persons related to particular characteristics, that has the purpose or effect of violating the dignity and of creating an intimidating, hostile, offensive or neglecting environment for the latter. Particular characteristics can include sex, race, colour, ethnic or social origin, sexual orientation, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or other personal or social circumstances.
Violence	It encompasses the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.
White Supremacy	is a racist ideology based upon the belief that white people are superior in many ways to people of other races and that therefore white people should be dominant over other races. White supremacy has roots in scientific racism and it often relies on pseudoscientific arguments.
Gender	refers to people's internal perception and experience of maleness and femaleness, and the social construction that allocates certain behaviours into male and female roles which vary across history, societies, cultures and classes. Gender is hence strongly linked to society's expectations and is not exclusively a biological matter.
Sex	refers to the biological makeup such as primary and secondary sexual characteristics, genes, and hormones
Sexual Orientation	refers to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.
Irregular migration	A term used by most migration researchers instead of "illegal", "undocumented" or "unauthorised" migration to underscore that no person is illegal as such
Radicalism	is the advocacy of, and commitment to, sweeping change and restructuring of political and social institutions which involves the wish to do away with traditional and procedural restrictions which support the status quo.
Radicalisation leading to violent extremism	is a process whereby a person accepts the use of violence to achieve political, ideological or religious goals, including violent extremism and terrorism.
Extremism	refers to positions that are strongly directed against shared values and moral standards within a given society. The term «extremists» refers to people who strongly disrespect or even fight those values and standards (including the use of violence).
Propaganda	is information, especially of a biased or misleading nature, used to promote a political cause or point of view. Propaganda is often associated with the psychological mechanisms of influencing and altering the attitude of a population towards a specific cause, position or political agenda in an effort to form a consensus to a standard set of belief patterns.

Marginalisation	is the process whereby people or groups of people are pushed to the margins of a given society due to poverty, disability, lack of education, also by racism or discrimination due to origin, ethnicity, religion, sexual orientation
Recruiting Networks	are organised systems aiming at convincing young people to join an extremist cause.
3. THE OPPRESSED	
Queer	An academic term that is inclusive of people who are not heterosexual - includes lesbians, gay men, bisexuals and trans. Queer theory claims that gender roles are social constructions. .
LGBTQIAP+	An acronym for lesbian, gay, bisexual, transgender or two-spirited, Queer and questioning, intersex, asexual, pansexual and other marginalized orientations..
Minority	Any ethnic, linguistic or religious group within a State, in a non-dominant position, consisting of individuals who possess a sense of belonging to that group and determined to preserve and develop their identity.
Roma	an ethnic group with a long history in Europe. With their rich culture and language, Roma have deeply embedded values about how to act, live and be. Commonly identified through their clothing and appearance, the Roma community lives within their own familial and societal structures across the world. Roma are constantly sidelined and misunderstood in these societies. They can face massive social prejudice and exclusion, low levels of education and employment, along with discrimination in terms of housing and healthcare.
Migrant	A term referring to emigrants, returning migrants, immigrants, refugees, displaced persons and persons of immigrant background and/or members of ethnic minority populations that have been created through immigration.
Refugee	Someone who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality, and is unable to, or owing to such fear, is unwilling to avail him or herself of the protection of that country.
Brain Drain	the term used for a situation when talented and trained individuals emigrate from a country of origin to another country resulting in a depletion of skills resources in the former.
Asylum-seeker	An individual who has sought international protection and whose claims for formal refugee status have not yet been determined.
Assimilation	The process by which a person or a group's tradition and/or culture come to resemble those of another group. One group assumes the beliefs, practices and rituals of another group sacrificing the characteristics of its own culture at the same time.
IDP (Internally Displaced Person)	Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border.

improv theatre

PAY ATTENTION

Games that create awareness of the importance of sensing what happens around you as well as actively showing your availability to support

Four levels game: in this game you can work with a big group in a circle. You introduce the following tasks one by one to intensify the activity:

(1) Say your own name and say someone else's name while looking to that person. That person then says his/her name and says someone else's name by looking to that person. Etc.

(2) Clap while looking at someone. That person claps at the same time and then claps to someone else. Etc.

(3) Bring an imaginary pasta bowl to someone else: you walk to another in the group with a big imaginary pasta bowl in your hands while you say "Do you wanna a big pasta!". The other in front says "Yes, I wanna a big pasta!". Person A takes over place of B, whom walks to someone else. Etc.

(4) The hawk: person A holds his/her arm in front with a hawk on it. While looking at another you say "Hawk!" and the other puts the arm in front and says "Hawk come!". Person A makes a movement that the hawk flies and B receives it with a movement. Etc.

TRUST/INCLUSION

Games that focus to include every member of the group within a bigger frame

Still images: the group members suggest a location. Once the location has been chosen, each person will come forward 1 by 1 and makes a freeze in that standing (person/ object/ concept) related to the location and to the other people that are already in the location. Alternatively, you can allow everyone 15 seconds to create the total still image at once. You can add to the still image by tapping on someone's shoulder and ask to act out a movement or sound/word/sentence or to ask the feeling of that person.

COLLABORATE

Games that focus on working together towards the same goal

The human machine: one person starts a movement part of a factory machine. A second comes in and adds a relevant movement right before or after the first. Repeat until the last person is involved. The machine will then go faster and faster once all are on stage until there is the climax: explosion of the machine. Alternative to this is the landscape version where it is more "soft" or natural elements compared to the machine with "hard" or technical elements.

ASSOCIATE AND ACCEPT

Games that allow the participants to freely associate, while the other person accepts the offer. In a story setting this brings the people to help develop the story (or the relationship between the actors within the story) to reach the climax

What are you doing?: in duos, one person says an activity. The other one will do that activity. The first will ask: what are you doing? The second will answer a completely different activity. The first will do that activity. Then the second asks what are you doing and the second will do what the first says. Etc.

Creating a sentence together: in duos, one person starts with the first word, the second with the second word, the first with the third word etc. and together they create a sentence or a short story. This activity can also be done in a group.

EMOTIONS

Games where emotions are the stepping stone to create relationship or a story

Extreme emotions: in a circle choose one sentence and one emotion. Person 1 says this sentence neutrally. The person next says the same while adding a bit of the chosen emotion. Etc. until the emotion reaches the climax.

Emo-party: in small groups of 4 or 5 people (the rest waits on the side): one person organises a party (group decides the reason) and is alone in the location preparing for the celebration.. Person 2-3-4-5 will each get different emotions from the audience. When person 2 enters the room (by knocking on the door and being welcomed by 1), both persons take on that emotion and interact. After some time person 3 enters and all take over that emotion. The conversation/story will stay one story line. Etc for 4, 5. Additionally, once person 5 has entered the stage, you may proceed by letting person 5 leave naturally after a while, followed later by person 4's departure until the celebrant is they only one left. Once 5 has left, the emotion of person 4 will come back into the story. Etc.

STATUS

Games where status (shifts) are the stepping stone to create relationship or a story

Warm up by everyone walking in the room, while the trainer once in a while says characters (a shy girl, a strict professor, a hesitating police officer, an aggressive grandparent, an insecure president). Each person walks and behaves like that person. You can already introduce statuses that are less relevant to a specific person, like an insecure president. You may also introduce the characters that are head persons (like a professor), heart (emotional one) or belly (the person that literally follows its stomach).

Status shifts: in duos, there is a role with a traditional high status and one with a low status, e.g., teacher and student. Or king/queen and servant. Gradually and naturally, the story goes into a direction that the low status becomes high and vice versa.

SURPRISE

Games where you invite the participants to think out of the box

Burying the body: in duos they will do an activity (burying a body together) while the conversation they have is completely not related to the activity. In the end, they also need to answer the questions: who is the best in burying, do I like the other and does the other like me.

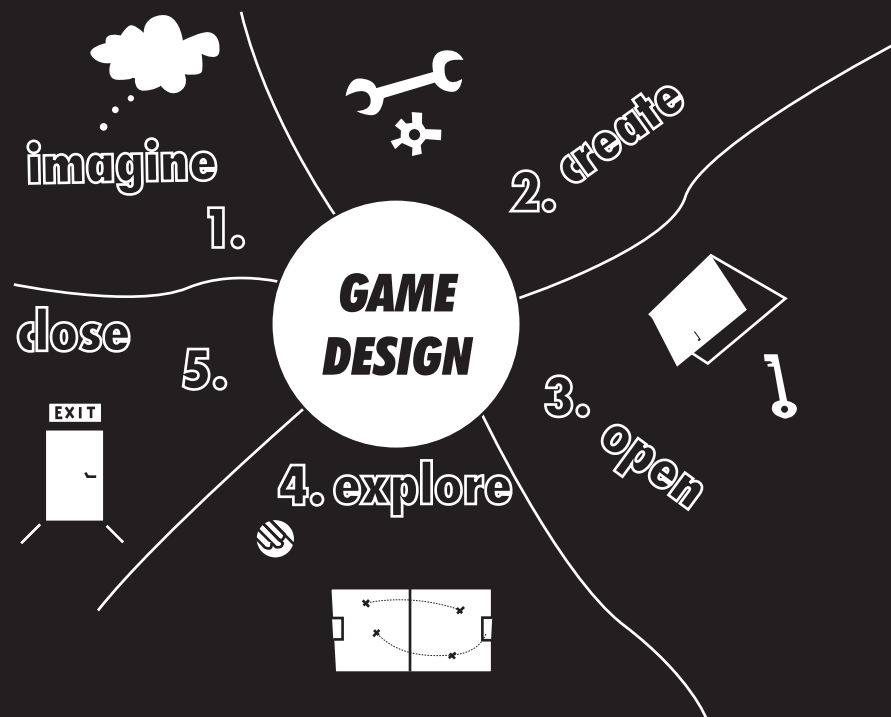
The bench: Select with the group a location of a bench (the airport, park, etc.). One person is sitting at the bench, while a second arrives. Each of them is a character and they meet each other there and interact based on that. After a short interaction/story, the first person leaves naturally (this may be supported by an external person that steps in shortly) and then a third person comes and takes seat on the bench. After a short while, the second person steps out, etc.

The dream: One participant of group 1 experiences the morning activities of group 2 as a dream. Members of group 2 will step in one by one following an action that they remember from the morning session in their own group.

Things you get out of improv for facilitation

- **multitasking activities:** develop concentration, process different concepts at the same time, pay attention to look at each other, energizer, hyperactivity (movement), synergy (working together), make people feel safe in a group, multitasking (speaking and doing something at the same time), awareness of the things that happen around you at the same time, also offer your own awareness, teamwork, everyone is attentive (2 ways from someone who wants to give something, and someone that can receive something), collaboration, work together
- **tableau settings:** everyone has a role in the total, creativity improment, teamwork and collaboration, teambuilding, inclusion and equality, fun, cultural exchange, non-verbal communication, introduction to a topic (also sensitive topics), interactiveness, people management (what kind of participants are their in the group), illustrate how people see problems (and how to change attitudes)
- **human machine & bench (collaboration):** team building, ice-breaker, energizer, put people together, to express yourself, be creative, collaborate, learn from each other, fun, understanding personalities, learning from each other, no failing, it is experiential learning, group dynamics, get people out of your comfort zone, develop the readiness to act (before activism can take place), people management (interact with total different kind of persons), use of space, support roles come forward through these games
- **creative ideas and story creation (acceptance):** facilitate communication and listen, ice breaker, flexibility/acceptance/adaptability, think outside the box, body language and verbal language, start creative processes towards 1 goal, teambuilding, brainstormer, help each other to create one story together, symbolic for facilitator's role to let the story unravel and not decide what is the story for the group
- **emotions:** facilitate emotions, it is an outlet, reflection on how people (not) show emotions, energizer, out of comfortzone, trust and bonding, get to know each other, how willing and comfortable the people are to show emotions, good for very personal topics to involve emotional activities, analysing the needs, good for debriefing/evaluation, gamification
- **status (shift):** clarifying moods and emotions, you can easier understand a participant's reaction, helps you to adapt to the situation or perspective from the other person, adaptation skills, closer atmosphere, more thinking about your own saying and acting (prudent), right approach to each person, how to react in different situations, increase your creativity, flexible to different situations in the sessions, body language, dealing with hierarchy, put different statusses together in one session, also good for different cultural settings (with various interpretations), good to prepare for job interview

GAME CREATION



In the final activity of the improvisation block, the participants created their own improv game. In groups, they worked on imagining their world: what is their goal with the game and what do they want to reach.

Then they created their world: what are the laws/rules? What materials may be used (or what not)? What elements are involved in the game: how many people join in and what task do they get? Do you need input from audience? How much times is given to the participants? And anything else that is part of the instructions.

When the participants of the game arrive, you open the world to them. You tell them they will join in a game with specific rules and settings for that world and what their task/goal is. You can show an example to clarify. Ask questions if everything is clear.

Then the participants can explore the world of the game for a certain time. They will act out or work on the task they received within the boundaries that are set. If they are not following the rules, you may stop them and bring them back on track.

The final stage is closing the world. You can do that physically, by inviting everyone to stand up and wave out the character they played. Or you can just invite them back to reality. Then you reflect on the activity: what happened (did they succeed?), how did they feel, what could be done different and finally how could they use this game in their own reality or what did they learn out of it.

ONCE UPON A TIME

using materials in a different way to start a story. Two people would use the magic object from the box provided by the facilitators and give a different meaning to the object in a magical land until the third person would come into the play and change the meaning of the object

RUMOUR

The game aimed at showing participants the effects of rumours and stereotypes on others' behaviour. The audience would actively participate in the game by suggesting a location to two participants on the stage, who would improvise on the stage. The participants would suggest a rumour by writing in on a small piece of paper and give it to one of the actors on the stage. The rumour was about the second actor, who was trying to guess what it was about.

STAYING ALIVE

The goal was to discuss how it feels to be in a life threatening situation through humour. There were three roles of food present in the fridge (with an emotion), represented by three chairs (roles): one chair was an open role, whereas the other was occupied by a happy cheese and a sad chicken. They could leave the fridge when someone took them out, so other participants could take the seats.

PASSPORT TO UTOPIA

There were six participants who were given different roles and passports, while 3 other participants were sent out of the room to be a police officer. The goal was to find the person without a passport and figure out a way to cross the borders (controlled by police officers) together as a group.

Recommended resources:

- Johnstone, Keith. 1981. Impro: Improvisation and the Theatre Rev. ed. London: Methuen, 2007.
- Spolin, Viola. 1967. Improvisation for the Theater. Third rev. ed. Evanston, IL: Northwestern University Press, 1999.
- Nachmanovitch, Stephen. 1990. Free Play: Improvisation in Life and Art New York: Penguin-Tarcher.

forum theatre

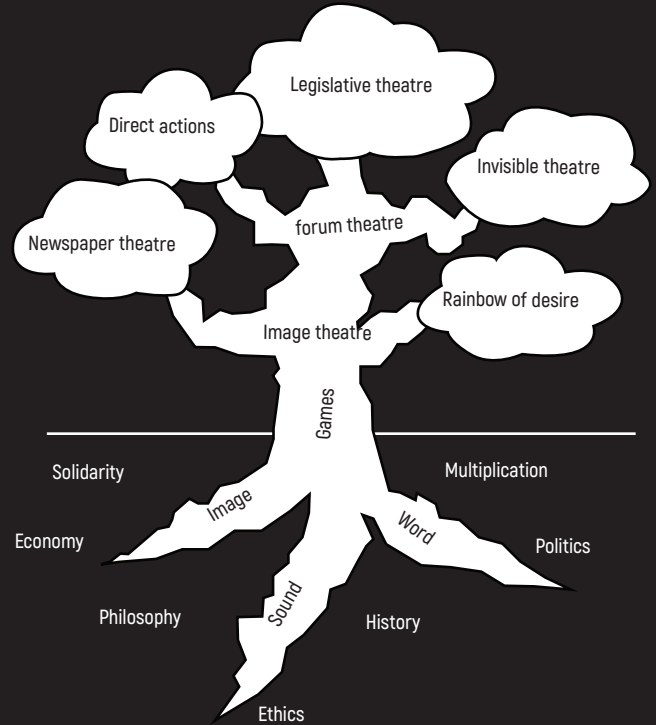
THEATRE OF THE OPPRESSED

Brazilian theatre-maker, activist and theorist Augusto Boal created the theatre of the oppressed. He was influenced by the work of Paulo Freire. He wanted to create a form of theatre where the people becomes active and they explore, show, analyze and transform the reality which they are living. Theatre of the Oppressed is an arsenal of theatre techniques that seeks to motivate people true dialogue, and create space for participants to practice taking action. The idea behind it is that everyone has the capacity to act in the "theater" of their own lives. The different techniques is used all over the world for social and political activism, conflict resolution, community building, therapy and governmental legislation. It is also practiced on a grassroots level by community organizers, activists, teachers, social workers and more.

theater of the oppressed -

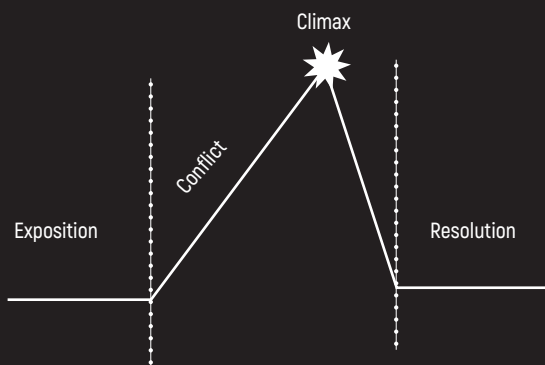
- promotes social and political change;
- makes audience become active to explore, show, analyse and transform the reality which they are living;
- deals with specific local issues, people who face these issues are the ones who try to find ways to resolve them.

The technique we focused on was Forum Theatre. We introduced the participants the background and aim of theater of the oppressed and forum theatre. Forum Theatre is used to facilitate community dialogue on social issues, involving the audience in the search for transformative actions.



FORUM THEATRE

blocks of story



What happens in forum theatre is that the scene that the actors play ends in a climax. Climax is the term used to refer to the part of the story or play where the tension or action reaches its highest part. The climax can be a "crisis" point in the plot. We introduced the participants a diagram of "Blocks of the story" to show how the storyline and public narrative is constructed.

To put it into practice we divided the participants in smaller groups and gave them different well known Walt Disney movies to enact the storylines. They were asked to prepare performances inspired by image theatre to prepare 3 still images to show the 1. Initial Situation 2. Conflict 3. Climax of the conflict.

INTERACTIVE THEATRE

Moments at which the play is paused and the possible options and opinions are discussed: spectators become spectators.
Translation of actual problem or issue into the staged narrative structure.

It's used to create a forum for discussing issues.

VALUES:

- Provides a safe environment for changing roles;
- Creates a sense of empathy;
- Gives voice to those who don't have or can't defend themselves;
- Can influence decision-makers;

Going deeper to understand the process of the forum theatre

When deciding to use forum theater as a method for community dialogue it is important to understand the key assumptions of forum theatre which are:

1. Human beings think with their entire body - The entire body should be involved in the search for alternatives to the unresolved conflicts the audience is experiencing.

2. Playing together and using imagination - Helps to de-mechanize from the "automatic" responses we most likely use when reacting to oppressive situations. Using imagination can help to transform a conflict situation into an opportunity for building other relations between human beings in a broader context. It is impossible to break the cycle of social reproduction of injustice without imagination.

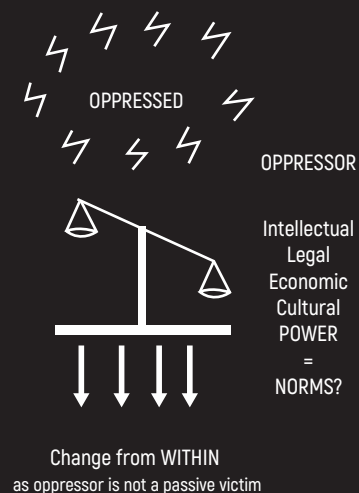
3. The oppressed - is someone who experiences a conflict with their people, groups or institutions where legal, economic or cultural power is unbalanced. A conflict situation becomes oppressive when those who benefit from an unbalanced distribution of power use the power to achieve their goals and at the same time make those who have less power suffer and/or prevent them from fulfilling their legitimate rights.

4. The oppressed is not a passive victim who accepts the denial of his or her rights. The oppressed is someone who wants to change her situation, but fails, because of the imbalance of power that exists because of historical, legal and economic structures (e.g. traditional gender roles, laws discriminating against certain groups, unequal economic opportunities etc.)

5. One of the reasons why an oppressed person could fail in the fight for her rights is that she interiorized the imbalance of power and ideological structures of domination of those who have more power in a given context.

As a consequence, the oppressed sees these structures and practices as normal, desirable and unchangeable. In this case, to transform the oppressive situation in which a person is in, the oppressed need first of all to change themselves and the way they see their situation and forum theatre can be a way to do it.

6. The oppressed have a wealth of embodied knowledge and theatre can be a way to give value to this knowledge and share it with the community, building individual and collective motivation for change.



HOW TO USE FORUM THEATRE FOR COMMUNITY DIALOGUE

Step 1 - The preparation. The facilitator often starts their work in a community and agrees with the community to explore certain issue with them using theatre and games. The issue could be chosen by the community or could be part of an agreed intervention implemented by a development agency (NGO, Government, International Organization etc.). In this case the facilitator can be the Joker and the Joker invites for example 20 community members who have experienced of a certain issue to join a 2-3 day workshop (it is good that the participant can relate to the issue)

Step 2- The participants. They are often people who never did theatre before. When they are invited it is important for the facilitator/joker to point out that no previous theatre training is needed. It is also important to point out that the participants are all experts of their own life and that it is their life, especially the most difficult experiences they are experiencing, that are the most important contribution to the workshop, not their acting skills.

Step 3 - The warm up. It is good to start a workshop with proposing games to get to know each other and exercises to help with the trust in the group. And also it is good to propose improvisation games to activate the senses.

Step 4 - The identification of the stories. When the group has reached a good level of integration the facilitator/joker can invite the participants to split into groups of 6-7 people and share situations of unresolved conflicts currently happening to them or to bother people they care about. The stories should not be chosen on basis of intellectual interest, they should be situations that really bother them, a situations they feel frustrated, upset and sad because they have not yet found a way to respond.

step 5 - Development of the play. The participants choose one story in each group and act it out. What is important to remember is that they are really happening in the community where the play will be presented (Something the audience can relate to)

Step 6 - The presentation of the play to the audience. At the end of the workshop, the community is invited to the Forum theatre play. At the beginning of the play, the joker should facilitates a simple warm-up game involving both the actors and the audience to prepare them to be a part of the forum theatre. The story is then presented to the audience and ends at the climax point, the denial of some of the oppressed rights or legitimate desires.

Step 7 - The participation of the audience. After the play the joker asks the audience if they think that the situation is real, and if it ever happened to them to be in the position of the person who is most oppressed in the scene. In this situation some of the audience may also share experiences of their own lives.

Then the Joker explains the rules of the game: "Now the story will start again, if you see that someone is suffering because of the situation and is making a decision that will lead her/him to suffer again and again raise you hand a say "FREEZE". The participants will freeze and and we will listen to your idea". The joker invites the spectator to put their idea into practice and to come on stage and replace the oppressed character, conforming the oppressive characters with the alternative strategy. This is the moment when the person in the audience becomes the spect-actor

The audience observes the changes introduced by the spect-actor and eventually discusses the consequences of the proposed alternatives. After this the play can continue with replacements of different characters at different moments of the play.

Step 8 - The conclusion - After many different alternatives have been tried out on stage it is recommended that the joker concludes the play highlighting that: "We may not found the solution to the problem we explored, but we testes different alternatives and discussed the consequences of each alternative. Some of the alternatives might work better in certain situations or with certain people. We used theatre as a laboratory to explore social transformation and we hope that something that we experienced here could be taken out there, to the community, and applied individually or collectively, when we see the same oppressive mechanism and choose to shout "STOP! I want to change the situation!"

Step 9 After the play - After the audience have left the facilitator/joker gathers the actors and proposes a brief "re-roling ritual" to allow them get rid of the ideology and out of their characters and to relax. Then the joker can ask how they felt during the play, what they noticed in the audience's replacements and how the play could be improved to facilitate similar processes with different audiences. They can also discuss some follow-up actions for example is there somewhere they could play the same play again.



Details for the role as a Joker

The Joker has a neutral role in the process (at least as much as possible). This neutrality is reflected mainly through the fact that he/she is asking questions not stating opinions. Questions about what the public sees, what they think, if it is real or not, whether to change something or not, if the change should be kept or not, how they will use the learning and so on. To avoid influencing the audience, the Joker does not share his or her own opinions about the forum theatre or the solutions that are being proposed. The process of finding solutions and assessing them in connection with a certain reality belongs to the public – the Joker is just a manager.

- The Problem (discussion with the public about the problem they observed in the play, the connection with their reality - they can provide more examples, decision with the public on only one problem (the main one) – if the public is divided);
- The Characters (zooming in on the story depicted to better understand who the characters from the play are, what their role is, what is happening with them in the story, whether they can do something differently, the connection with the reality of the public- the public can provide more examples);
- Change making Process (motivating the public to make changes, explaining the process and the rules, warming-up the public);

The play is performed the second time

- Management of Interventions (each intervention is discussed with the public before moving to a new one, for each one of them the change made is analysed as well as its realism in the context, the public makes a decision whether to keep a change or not - the process continues until the oppression is reduced to a satisfying level for the public and the oppressed makes a different decision);
- Summary (alone or with the public the Joker makes the summary of the discussions- what problem they tackled, that is coming from their reality, how they approached the problem, what solutions they proposed for it);
- Transfer (the public reflects on how and what they can take further to their realities from these discussion which were focused on a problem relevant to them and possible solutions)
- Conclusion (based on their transfer comments and the overall theme) Closure (the event is closed and the public invited for next activities – if there are)

Jokers main tool is questions

Each of the steps in the structure introduced previously is implemented with the help of questions. Asking questions, the right questions, is a skill and it is developed in time and with practice. It is important for a Joker who wants to develop this skill to know what characteristics these questions (in this context) should have:

They are open (most of them) which means a respondent cannot reply by YES or NO but with an open answer;

The questions are neutral (they are not suggestive nor do they include the opinion of the Joker);

The questions are not judging or evaluating (examples of wrong questions:

Isn't it a wonderful intervention? Do you think it is a good idea? etc.)

Inclusive (they aim to include and motivate as many people from the public as possible).

During the introduction of the play the joker can already ask few questions related to the topic of the play they are gonna watch. But don't ask questions that will reveal the problem.

After the play you can ask questions as: What happened? Did you observe any problem? What is the main problem? IS it reality in your society? Can you relate to it? Where do you think it is happening? You can even ask for examples.

Last question could be "CAN THIS BE CHANGED" and hopefully the audience says YES.

After this you ask about the character in the play. Who they are and what role they have. Who is the oppressed one and who is the oppressor. IS there someone they can relate to or know someone living in that situation.

When you move forward to the change making process you explain the rules.

Tips on resources that can be helpful when planning for workshops using forum theatre

Literature:

How to use Forum Theatre for Community Dialogue
- A Facilitator's Handbook - Angelo Miramonti

Theatre of the oppressed - Augusto Boal

Games for actors and non-actors - Augusto Boal

Online:

Theatre of the Oppressed a manual for educators -
Gopal Midha
http://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1010&context=cie_capstones

Here you can find the rules of the audience and the joker and games that can be used during workshops
<https://organizingforpower.files.wordpress.com/2009/03/games-theater-of-oppressed.pdf>

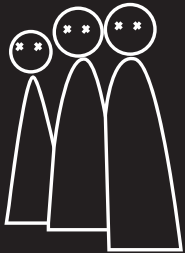
6 roles in violence



Oppressed - Victim/Survivor - the target of the oppression, which represents a vulnerable group. They can be the victim or damaged from the oppression, but also a survivor of violence, where the violence didn't have harm on them;



Oppressor/Aggressor - the author of oppression, the subject who started and is implementing the violence. It's possible that the co-aggressor will join the oppression - the one who didn't start but joined the oppression;



Silent Witness - actors, that are aware that the oppression and violence happens, but do nothing and ignore it. They don't prevent or obstruct the violence to happen.



Cheerleader - the actors that do not directly get involved in the violence or oppression, but cheer the aggressor, laugh at the victim, say that "they deserve it", gossiping, highlighting the negative sides of the victim, or spreading the hate speech;



Active Witness - do not directly oppose the aggressor, but help the oppressed, help them to recover, to liberate, they exhibit the positive emotion, talk to them, try to distance them from the violent act.



Opposer - the actor who prevents the aggressor to oppress, or encourages the silent witness to take action. This role is quite active, they feel the responsibility and tries to intervene with the problem, they may not directly resolve the problem alone, but ask for help.

