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| **WORKSHOP for F2F Instruction** |

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| Module Title | Participatory Theatre Methods for Global Learning with refence to Theatre for Living: Unit I - Unit IV |
| Duration (in min/hours) | 360 min (inkl. 40 min. break)  Additional time: 90 min lunchbreak |
| Workshop Objectives:  Upon completion of this Module learners should be able to:   * describe some key principles and concepts of participatory theatre (PT)/ Theatre for living (T4L) * understand the role of a teacher as facilitator in PT-processes * apply basic PT theatre games and exercises * understand the specific possibilities of the Image Theatre method * apply Image Theatre techniques for issues of migration and sustainable development * identify ways of using a stimulus to promote critical and reflexive thinking on themes of migration and sustainable development (SDG’s). * name benefits and challenges using PT tools to explore controversial issues | |
| Methodology (discussion, role-play, problem solving etc.) | Lecture, theatrical action and reflection loops; Games and exercises with symbolic references to migration and sustainable development |
| Materials/Equipment (projector, internet connection etc.) | Wi-fi, pc, projector, speakers, flip-chart papers, markers |
| Resources | PPP “Participatory Theatre Methods for Global Learning with refence to Theatre for Living” |
| ANNEXES | |  |  | | --- | --- | | PPP “Participatory Theatre Methods for Global Learning with refence to Theatre for Living” | *Annex 1* | |  |  | |  |  | |  |  | |

***Detailed description of the activities that will be carried out during the lessons.***

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| Introduction to the method, the role of the facilitator, the procedure of the workshop/lesson (giving orientation and basic background information) |
| 1. Brief explanation of the procedure of the workshop/lesson (10 min.)  Introduce yourself and give a short overview of what is happening in these 6 hours  2.Brief round of introduction of participants (10 min.)  Name, function/organisation, experience with theatre in the educational context  Unit I  3. Theory (35 min.)  Lecture with the support of the ppp  \* Main Ideas and Principles of Participatory Theatre with special reference to the “Theatre for Living” (TfL)  (see slides 10- 14/unit I)  \* The role of the facilitator in Participatory Theatre/ TfL  (see slides 15-17/unit I)  \* Main Steps of Participatory Theatre Processes/ TfL;  (see slides 18,19/unit I)  *Est. time: 55 min.*  BREAK (10 min.)  During the break you can turn off the computer and projector, prepare the workshop for the practical part (empty room, chairs, flip-chart and markers) |
| Topic Exploration (*Knowledge construction*) |
| Unit II  1. Short Intro (10 min.)  Talk about the topic, the general rules (see slide 16/unit I), symbolism of the games and exercises and the action reflection procedure (see slide 6,7/unit II)  2. Pushing (15 min.)  🡪 See slide 16/ unit II  Question I:  After playing the game/ doing the exercise: How was that for you, how did it feel? Which experience did you make? What did you observe?  Options for question II:  Facilitator: “If you think about the living together of humans in the world, what comes into your mind? What is good/bad about conflicts?  If you think about migration etc. or if you think on topics of the SDGs (environment protection, climate change, etc.): Which conflicts come into your mind? What are humans struggling with? Which conflicts are existing?”  3. Pulling (15 min.)  🡪 See slide 17,18/unit II  Question I: After playing the game/ doing the exercise: How was that for you, how did it feel? Which experience did you make? What did you observe?  Options for Question II:  Facilitator: “If you think about the living together of different social classes, different cultures, etc. … how are they cooperating with each other?  If you think about the living together in our school, your neighbourhood, your family, your city, foreign aid, etc … how do they trust, cooperate, …?  If you think about the co-existence of humans and wildlife, what do you recognize? What comes into your mind? How did it change in human history?”  4. The Plate (15 min.)  🡪 See slide 19/unit II  Question I: After playing the game/ doing the exercise: How was that for you, how did it feel? Which experience did you make? What did you observe?  Options for Question II:  Facilitator: “If ‘the plate’ stands symbolically for “the earth”, what do you recognize? What comes into your mind?  How is the current situation on the earth? In which areas do you find balance/disbalance?  What brings the earth in a disbalance?  How did it change in human history?  What are strategies for a better balance?”  *Est. time: 55 min.*  BREAK (10 min.)  Unit III/Unit IV  1.Trust Exercise: Lead the blind (15 min.)  🡪 see slide 13/unit II  Hints: Before doing blind games  🡪 see slide 12/unit II  Short reflection after the exercise  2. Introduction into Image Theatre (10 min.)  🡪 see slide 5,7/unit III  Hints: The power of not naming images  🡪 see slide 6/unit III  3. Complete the image in a circle, 2 people and with more people (20 min.)  🡪 see slides 8,9/unit III  Options for issues: “migration”, “reasons for migration”, “foreign/development aid”, “peace”, “conflict”, “good life”, “poverty”, “happiness”, “power”, “globalisation”, etc.  Activations – possibilities  internal monologue; stepping into the future  🡪 see slides 10/unit III  Reflection  Question I: After playing the game/ doing the exercise: How was that for you, how did it feel? Which experience did you make? What did you observe?  Options for question II: Facilitator: What aspects (emotions, actions, strategies, facts, myths, etc.) of the issue were represented/ over-represented/ missing? Are there any correlations to the perception of the issue in society/(social)medias/etc. What are possible impacts of this? Did the activation(s) bring up other/new insights?  4. The transformation from strife to peace (20 min.)  🡪 slide 6-8/unit IV  🡪 slide 10,11/unit IV  Image I: The world at strife  The group is invited to make an image (complete the image technique) that represents moments/ situations/ shapes of insult, violence, oppression, etc. This image is the base-image.  Activation: internal monologue  Image II: The world in peace  The group is invited to make an image (complete the image technique) that represents moments/ situations/ shapes of freedom, peace, happiness, etc. This is the ideal image.  Activation: internal monologue  Steps to the future – transformations  From strife to peace on a series of handclaps (at least 6). One step at a time to find out, if the participants get from the original image to the ideal  🡪 slide 11/unit IV  Reflection  Question I: After playing the game/ doing the exercise: How was that for you, how did it feel? Which experience did you make? What did you observe?  Options for question II: Facilitator: “What happened? What makes it easy/difficult? What associations do you have in the context of our issue? Are there relation to real life, etc.?”  *Est. time: 65 min.*  ----LUNCHBREAK (90 min.)---  Unit III/Unit IV  1. Warm-up/energizer: Fox in the hole (10 min.)  🡪 see slide 11/unit II  2. Introduction into Transformation and change processes (10 min.)  🡪 see slide 5/unit IV  Refer to “transformation from strive to peace”  3. “Earth summit” Part I (50 min.)  Idea of the “Earth summit”  🡪 See slide 12/unit IV  \* Sculpting partners/ build an image without a theme  🡪 see slides 12,13/unit III  \* Groups of 4 (or 5….)  🡪 see slide 15/unit III  🡪 see “Earth summit” slide 12/unit IV:  ISSUE: Sculpting images to the current situation of the world (including humans, animals, plants, etc.) with its multiple crises.  Create an Image of the images: Every group creates one image, which implements the most important aspects of all the single images in the group.  \* Presentation, activation and short reflection of the images of the images  🡪 see slides 10, 11, 16/unit III  Facilitator: “What do you see? What associations do you have in the context of our issue? Etc.”  *Est. time: 70 min.*  BREAK (10 min.)  4. “Earth summit” Part II (30 min.)  \* Groups of 4/5  In contrast to the current situation, sculpt an image of the *better future*  \* Presentation of the group images  sharing/analysis  \* Transformations: Three wishes  Demonstrate this transformation technique with one group  🡪 See slide 9/unit IV  \* Reflection:  Question I: After playing the game/ doing the exercise: How was that for you, how did it feel? Which experience did you make? What did you observe?  Options for question II:  Facilitator: “What happened? How easy/difficult was to change something, to get an idea of change? What associations do you have in the context of our issue? Are there relation to real life, etc.”  5. Closing circle (15 min.)  Talk about the meaning of the Circles (see slide 8,9/unit II) and ask for a brief comment on the following questions:  How do you feel now? What do you think about the whole session? What insights are important for you? Don’t talk about didactics – this will be the issue after that.  *Est. time: 45 min.*  BREAK (10 min.) |
| Reflection/Feedback (*on the content, the activities etc.*) |
| First part (10 min.): “Exchange with a partner”  Facilitator: “Find a partner and think especially about open questions concerning didactic considerations and the possibilities and the transfer in the educational setting.”  2nd part (20 min.): “Exchange in the plenum”  Facilitator: “Present the most important considerations and questions. I will write down notes and try to answer the questions at the end.  *Est. time: 30 min.* |
| Assessment (*how you will ensure that participants have learned*) |
| Slides 21-22 unit I  Slides 27-28 unit II  Slide 21-22 unit III  Slides 14-15 unit IV |

**Suggestion how to reduce the module to a 240 min. – session**

**Unit I: (55 min. as described)**

Break (5 min.)

**Unit II: (55 min. as described)**

Break (15 min.)

**Unit III/Unit IV (80 min.) “The transformation from strife to peace”**

You can facilitate the unit as described (65 min.). At the end you put a “Closing circle” (15 min.):

Talk about the meaning of the Circles (see slide 8,9/unit II) and ask for a brief comment on the following questions:

How do you feel now? What do you think about the whole session? What insights are important for you? Don’t talk about didactics – this will be the issue after that.

Break (5 min.)

**Reflection Feedback (25 min.)**

*First part (10 min.): “Exchange with a partner”*

Facilitator: “Find a partner and think especially about open questions concerning didactic considerations and the possibilities and the transfer in the educational setting.”

*2nd part (15 min.): “Exchange in the plenum”*

Facilitator: “Present the most important considerations and questions. I will write down notes and try to answer the questions at the end.