

TEACHING *Toolkit*

The work of all of CreatLearn's five sub-projects has had to do with culture around the theme of Civil Courage, but the methods and processes employed have been varied.

A number of teaching toolkits from the project have been assembled here – ready to be picked up by new participants in new classrooms.

Forum Theatre / Fruit Salad

This is a game that activates all those taking part and allows, even demands, physical activity.

At the beginning of the game all the participants – except one – sit on chairs placed in a circle with everyone facing into the circle. The person without a chair is standing in the middle.

The game then begins with the person in the middle making a statement that applies to him/herself as well as to others in the circle. The statement is pre-empted with the words:

“Everyone change chairs who ...”

The sentence might end, for example, in the following way:

“Everyone change chairs who ... has blue eyes”; or

“Everyone change chairs who ... has green socks”; or

“Everyone change chairs who ... at one time or another has cried themselves to sleep”; or

“Everyone change chairs who ... has ever been in love.”

The participants who feel the statement applies to them, then stand up and move around the circle until they find a new chair to sit on. They are not allowed to merely swap chairs with the person next to them; they have to actively get up and walk around before they sit down on another chair.

Because there are fewer chairs than people taking part, there will always be one person without a chair. That person now takes a turn to stand in the middle of the circle and gives a new order.

And remember: the statement must always apply to the person giving it, since it is a game based around what we have in common.

Literature Tips:

"Games for Actors and Non-Actors" (London, Routledge, 1992) is a classic written by Augusto Boal, creator of Forum Theatre. This book is an excellent introduction to Forum Theatre as it introduces a number of exercises and talks about the basic elements of Forum Theatre.

Forum Theatre / Stop-Go

Sometimes, an ice-breaker might be needed to create a relaxed atmosphere and a "safe place" in a group, and "Stop-Go" is one such example. It is actually just a frivolous game without any deeper intent, but playing silly games can be good too sometimes in getting participants to relax and have a bit of a laugh, particularly as a great way to start the day.

Everyone should take part and be involved the whole time. With the exception of the person giving instructions (which everyone follows – or tries to follow anyway), everyone starts moving around the room. The instructions might be something like this:

"When I say go, you go. When I say stop, you stop."

After that, everyone starts to move around the room and here and there the leader says, "go" or "stop" and everyone follows instructions. Then, you can progress to: "When I say go, you go. When I say stop, you stop. When I say hop, you hop and when I say stamp, you stamp your feet."

Everyone keeps moving around, following the leader's instructions and the leader adds new instructions all the time:

"When I say go, you go. When I say stop, you stop. When I say hop, you hop and when I say stamp, you stamp your feet. When I say sing, you sing and when I say whistle, you whistle."

Hopefully everyone follows these instructions, but then it gets a bit more complicated – and interesting:

"Now, when I say go, you stop and when I say stop, you go. When I say hop, you hop and when I say stamp, you stamp your feet. When I say sing, you sing and when I say whistle, you whistle."

You can continue to make it more and more complicated:

"Now, when I say go, you stop and when I say stop, you go. When I say hop, you stamp your feet and when I say stamp, you hop. When I say sing, you sing and when I say whistle, you whistle."

You keep on going in this fashion to see how many are able to keep up.

Forum Theatre/ Theatre Fforwm Cymru

Theatre Fforwm Cymru is based in Wales, but run courses in Forum Theatre all over Europe. Director, Gill Dowsett often says that they are: "furniture movers and story collectors".

She has written several books on her twenty year long involvement in Forum Theatre. Her books contain a number of exercises and also describe the way in which Theatre Fforwm Cymru has been working during her courses and workshops.

"Just Fun" (Theatre Fforwm Cymru, 2009)

"A Toolkit for Developing Emotional Intelligence" (Theatre Fforwm Cymru, 2009) which also includes a DVD.

If you would like more information, write to: info@theatrfforwmcymru.org.uk

Time Travel as an educational method

Kalmar County Museum has produced several publications related to Time Travel, including: "7 steps towards in-depth teaching in historic environments. Time Travelling as an educational method."

Klaipeda district Education Centre has produced a set of 12 postcards with pictures of Time Travelling events, short scenario of Time Travelling at Vezaiciai manor in 1888 and the main strategies of the method.

For more information, visit: www.bridgingages.com

Play Role

The Living History Forum has mounted an exhibition called "Play Role" which focuses on the role of the bystander in situations of oppression. Along with this, they have also produced pedagogical material that is useful even if the students have not themselves seen the exhibition. This material includes a short film, photographs and discussion papers.

At the Kalmar schools work has been carried out during the project using the picture and text material together with personal values assessments.

Teachers from the schools have also visited the Museum of World Culture in Gothenburg to attend a training course arranged by the Living History Forum.

Also taking part were representatives from Kalmar Municipality, Byteatern, Reaktor Sydost and Riksteatern.

For more information, visit: www.levandehistoria.se/spelarroll

Forum Theatre / Image Theatre

This is a simple way of introducing Forum Theatre and the exercise works with both younger and older participants.

Begin the exercise by having the group stand in a circle. Then ask them all to turn around so their backs are toward the centre of the circle. The leader stands in the middle of the circle and says one word, for example: school, theatre, love, hate ... Those taking part are given a couple of seconds to think about how they will portray the word in a pose. Then, on a signal from the leader, everyone turns around with their faces towards the circle and adopts their pose.

You may then select some of the poses for everyone to discuss. First of all, you do this objectively. You might say:

“The person has two arms: she has raised one of them over her head.”

Then you analyse it subjectively:

“The person is angry.”

“The person looks as if she would like to hit someone.”

This exercise can also be done in groups, either in pairs or in slightly larger groups. The leader of the exercise again says one word which the groups illustrate together in a pose.

Film animation

In Kalmar the students created animated short films using Civil Courage as their theme. The stage sets for the films were manufactured from iron reinforcement bar and measured approximately 40 x 40 cm.

In this exercise good opportunities also exist for combining different subjects. In Kalmar art, Swedish and social science topics were integrated.

The filming work concentrated on the students' ability to cooperate, debate and communicate. It involved their taking ethical and moral standpoints and reflecting on social, moral, and historical dilemmas.

Before the filming, a workshop was held that dealt with embracing your imagination and daring to think boldly.

When the students were divided up into smaller workgroups, each group was given the task of producing its own film. It was to be a black-and-white silent movie, filmed with a fixed camera and should not be more than 2 minutes in length.

Creativity was required of all the students and that is why a rather narrow frame of reference had been set up. The students did not however see this as a limitation. On the contrary, it stimulated them to think that little bit harder to come up with clever solutions.

Where filming work is concerned, it is a good idea to seek the assistance of a culture expert, such as an artist, a film educator or a filmmaker. And here it is also helpful to show the final results to a public audience. In Kalmar the films were shown on TV monitors on city buses and at the Kalmar Art Museum.

For more information, contact: ulf.karlsson@kalmar.se

Sandbox Citizens has been filmed and is available on DVD.

At a meeting following the presentation of Sandbox Citizens, teachers from schools in Klaipeda district along with school directors from eighteen educational institutions decided to adapt the DVD Sandbox Citizens so that it could be used in lessons in Lithuanian, history and music. The suggestion was made that a pedagogical framework could be created around the DVD to enable other teachers to integrate the material into their teaching.

All the schools of Klaipeda district have each received their copies of the finished DVD and it may also be borrowed from the library. Additionally, eight Education Centres in the region have received the DVD and have been given permission to copy it.

For more information, visit: www.creatlearn.org or send an email to: siramut@centras.lt

What can you do with an empty cube?

In Kalmar, students manufactured cubes which in one way or another illustrated the Civil Courage theme.

The cubes were made from welded iron reinforcement bar and measured 88 x 88 x 88 cm. Naturally, other materials and formats can be experimented with. Using larger cubes would necessitate careful thought concerning transport and storage.

Before embarking on the work of building the cubes, some theoretical background may be appropriate, with joint discussion and reflection on the theme to be illustrated. If the final result is to be put on public display, a discussion around sender-receiver issues is helpful for the students. Also, discuss the concept, "message". How do you get your message across in a clear and effective way?

Then divide the students into smaller workgroups of four to six each. Set aside time in the schedule, bearing in mind that there are good opportunities for combining work in different subject areas. In Kalmar they chose to integrate craftwork, art, Swedish and social science topics.

The task is then to illustrate the theme in a choice of ways within the framework of the cube.

When the cubes are finished, organise an exhibition to show them off to the general public. Actual receivers of your message provide added value and often increase the commitment to the task.

For more information, contact: ulf.karlsson@kalmar.se

Creative learning for Civil Courage – Handbook for Teachers in Mecklenburg-Vorpommern

The handbook is targeted at teachers from Mecklenburg Western Pomerania. It is a collection of CreatLearn school project experiences, creative learning tools and methods on how to teach the topic civil courage in creative ways. These are completed with concrete contact details and various offers from artists who are open for cooperation projects with school classes and NGOs who deal with the topic civil courage everyday. Their daily life is creative education and they all have the same target. They want to encourage students and foster their self-confidence by not teaching them in their everyday school life BUT teaching them in a creative way, taking them to different learning environments or come into school and support teachers in a different way of teaching. This handbook is a practical toolkit giving teachers hints for hands-on activities with their pupils and tips on who they could cooperate with from outside the school. It also includes practical information on how to arrange pupils' exchanges with schools from neighbouring countries.

Contents

Part I - CreatLearn – Overview on Experiences and Results

... describes of the school activities activities of CreatLearn Partners combined with contact details of experts and artists from Denmark, Sweden, Lithuania and Germany.

Part II – Activity apart from daily school life

... compiles a various range of prevention activities regarding creative learning and civil courage apart from daily school life.

Part III – Creative and encouraging offers from external experts

... completes the activities described in Part II with offers from NGOs and others including theatre education, dancing education, excursion possibilities, online resources.

Part IV – How to finance the activities?

... gives an up- to- date overview about financing sources.

Part V – Civil Courage in daily school life

... describes different activities dealing with civil courage based on the "all different – all equal" Education Pack (see: www.eycb.coe.int/edupack/) which can be included in daily school life. These activities are pointed out regarding the following themes.

G activities will help create a good Group atmosphere and reinforce communication skills and group dynamics.

I activities which work with the Images we have of people from cultures, countries or social origins different from our own.



M activities which explore the social, economic, cultural or educational Mechanisms that lie behind situations of discrimination, refusal, exclusion and marginalisation.

A activities which encourage people to act to bring about social change based on values of equality and the Acceptance of 'difference'.

The activities are indicating the level (1-4 indicating the general level of understanding, discussion skills and ability required to participate in experimental activities), issues addressed, aims, time, group size and preparation are described and instructions, debriefing and evaluation as well as tips for the facilitators, variation possibilities and suggestions for follow up are given.

Part VI – Teaching methods from A-Z

... describes Ice breaker, Warm Ups and teaching methods which can be used to complete the activities in Part V

Part VII – Literature

... completes the collections of activities, methods and suppliers with literature suggestions for teachers

For more information about the Handbook, contact: info@animare.net

If you would like more tips and
inspiration, you are welcome to visit our website:
www.creatlearn.org and click on the tab, "Teaching toolkit"