



Equality Ambassadors

Training Programme - Working Document

Supported by Erasmus+



This programme is created as part of the transnational European project, Equality Ambassadors, supported by Erasmus+.

Equality Ambassadors is an innovative transnational partnership project bringing together five partner organisations from Ireland, Croatia, Serbia, Greece and Spain who work with young people including those most marginalised. The project promotes an exchange and transfer of good practice and the sharing of ideas at a European level between five partner organisations involved in youth work, bringing them together to collaboratively design a new European Equality Ambassador Peer Leadership Training Programme, resource book and digital app.

The project is implemented by the following European partner organisations:

Smashing Times, Dublin, Ireland (lead partner)
IFESCOOP, Valencia, Spain
DAH Theatre Research Centre, Belgrade, Serbia
Youth Peace Group, Danube, Vukovar, Croatia
KANE, Kalamata, Greece

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Content

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IFESCOOP, Valencia, Spain
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Contents

Module One: Understanding of democracy and use of creative processes and new digital technologies to promote same	4
Module Two: Understanding of equality and use of creative processes and new digital technologies to promote same	10
Module Three: Understanding of human rights, active citizenship and social inclusion and use of creative processes and new digital technologies to promote same	22
Module Four: Knowledge of role of local and national governments and the EU in promoting democracy, equality and human rights	30
Module Five: Communication Skills – Public Speaking, Listening and Ability to pass on information to other young people re democracy, equality and human rights	45
Module Six: Leadership Skills – Understanding of interpersonal skills, public speaking, communication, listening, ethics, critical and creative thinking, goal setting, passed on through the use of drama workshops and other creative mediums in a safe and trusting environment	59
Code of Ethics for Working with Youth and Conducting Workshops with and by Youth	70
Information on Self-Evaluation and Self-Reflection	73
Resources	75

Module One: Understanding of democracy and use of creative processes and new digital technologies to promote same

Module One Lesson Plan – Part One

Workshop Title <i>No more than 10 words.</i>	Understanding of democracy and use of creative processes and new digital technologies to promote same
Aims of the Workshop <i>List three overall aims for the workshop and identify key theme or themes. Use bullet points.</i>	• To introduce participants to theatre/drama skills • To improve their understanding of democracy • To improve communication skills • To increase awareness about promoting democracy through digital technologies
Learning Outcomes of the workshop <i>A description of what the learner should be able to do upon completion of the workshop.</i>	• To improve the understanding of the concept of theatre, new technologies and democracy • To use practical theatre skills • To lead a workshop using theatre techniques
Name of Author <i>Name and organisation of person who wrote workplan and country</i>	Ivana Milenovic Popovic and Jadranka Andjelic, DAH Theatre, Serbia
Artform(s) <i>List using bullet points.</i>	• Theatre • Digital communication tools
Participants <i>Note the maximum number of participants per group. List any additional needs of the participants.</i>	Max 12-15 participants
No. of Facilitators Needed per Group	2
Resources and Materials <i>List any resources or materials needed by</i> (a) The facilitator (b) The participants <i>Use bullet points.</i>	Participants • Phones or any device for communication • Comfortable clothing
STRUCTURE OF WORKSHOP	
Introduction <i>Introduction to the workshop/lesson given by</i>	Length: 10 Minutes

<i>the facilitator to the participants.</i>	This workshop focuses on providing an introduction to communication skills and an introduction to the theme of theatre and democracy.
Physical and Vocal Warm Ups and Games <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers. This is a list (names only) of each exercise numbered 1, 2, 3 etc. List length of time for section.</i>	Length of Time: 25 Minutes Exercises 1. Learning state – 5 min 2. Body warm up – 10 min 3. Mapping the space – 10 min
Core Lesson with exercises and Key Theme <i>List the names only of the exercises in the order they are carried out. List length of time for whole section.</i>	Length of Time: 70 Minutes Digital Role Play
Cool Down <i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session. List length of time. List names of exercises.</i>	Length of Time: 5 Minutes Circle massage
Reflection and Feedback <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it. List length of time.</i>	Length of Time: 20 Minutes Name of Exercise - Reflection and Feedback
References and Essential Reading <i>List all references used. Include full author name, organisation name, email, title, publisher, etc.</i>	1. Games for Actors and Non-Actors by Augusto Boal

Module One Lesson Plan - Part Two

Full Description or Step-By-Step instruction for each game or exercise

Exercise Name	Introduction
Exercise Number	N/A

Aims of the Exercise	• To provide an opportunity for the facilitator to introduce themselves to the participants • To provide the participants with an introduction by the facilitator to the workshop or lesson • To introduce health and safety
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator introduces themselves and welcomes everybody. 2. Facilitator gives an introduction to the workshop – see below. 3. Facilitator establishes health and safety. 4. Facilitator introduces first exercise. Facilitator asks group members to stand in a circle. A facilitator starts the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Wendy" or "I'm Smart Steve". The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself. And so on. The game ends with the first player having to do every other player's gesture, repeating their names and attributes.	

Exercise Name	Physical and Vocal Warm Ups and Games
Exercise Number	1
Aims of the Exercise <i>List in bullet points.</i>	• <i>To introduce participants to theatre skills</i> • <i>To assist participants to concentrate</i> • <i>To create a full focus of the participants</i>
Focus of Exercise	<i>High</i>
Energy of Exercise	<i>Medium</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
1. Learning state – 5 min Facilitator asks participants to form a circle. Facilitator explains the game: Look at the point in front of you at eye level, 1 to 2 minutes As you look at the point above the eyes, slowly expand your attention 180 °, noticing other things around that point, without shifting the focus. We see everything around us more and more, we hear everything around us more and more. While looking at the point above the eyes, slowly expand your attention 360 °.	

While looking at the point above the eyes, imagine that you have a tennis ball (30-50 cm) above and behind your head. Take your time, breathe.

As you look at the point above your eyes and your attention is 360 ° and on the balls above and behind your head start lowering your gaze to eye level. Focus on different points around you keeping the balls, and full attention on surroundings.

This is a learning condition and gained full focus.

2. Body warm up – 10 min

4 head turning to the left, 4 to the right, 2 whole circle to the left and then right

8 forward arm circles, 8 backward arm circles

8 inward hip rotations, 8 outward hip rotations (each side)

1 minute jumping rope/ or 60 jumping jacks

8 walk-outs

12 deep reverse lunge to knee raise

12 deep reverse lunge to knee raise

15 squats with a 10-rep pulse at the end

3. Mapping the space – 10 min

All participants are walking freely in the space in different directions covering the whole space.

The point is not to bump on each other. The tempo is increasing from speed 1 up to 5, and back.

After a minute the space is shrunk (reduced) by half by facilitator. The participants are now in smaller space trying to respect the space of other. After 1 minute the facilitator reduces the space by half more, so now the participants are doing the same exercise in double smaller space. Once more the space is even smaller. The participants are now experiencing the small space trying to respect each other and others boundaries. Go till it is almost impossible to move, but keep the same energy. Relax and discuss.

Exercise Name	Core Lesson with exercises and Key Theme
Exercise Number	
Aims of the Exercise	• To create an opportunity for participants to find different ways of inspiration for overcoming the injustice • To create the feeling of mutual respect and tolerance • To recognize that we all share the same or similar dreams • To realise that the pain, sorrow or loss is the mutual feeling • To recognize that we are all together here and now
Focus of Exercise	High
Energy of Exercise	High
Materials Used	Phones or iPad, or any device

<i>List materials used. If no materials required, state 'None'</i>	
Instructions	
1. The facilitator makes an introduction about the role play (what it is, how it works, what are the objectives of the game - A role-playing game is a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterisation, and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, they may improvise freely; their choices shape the direction and outcome of the games. 2. Divide participants in groups - up to five in one group 3. Set the topic, context, place, time with participants (xenophobia, homophobia, nationalism, racism... any anti-democratic attitudes) 4. Set the values and characteristics of democracy and extreme, right wing characteristic behaviour (just to see whether you are all on the same page) 5. Get/install instant-messaging chat services to build worlds and characters 6. Define roles within the groups (the characters, and silent observer) 7. Start the game using the online chat. 8. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making regarding character development. Discussion: When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience. Or introduce the silent observers to give their view or possible solutions to the topic. Discuss live with each other what have you learned or concluded, and give recommendation.	

Exercise Name	Circle massage
Exercise Number	
Aims of the Exercise	• To relax and enjoy
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Participants stand in a circle close to each other 2. They all turn to the right 3. Put their hands on the person's shoulders in front of them 4. Massage the shoulders all at the same time	

Exercise Name	Reflection and Feedback
Exercise Number	
Aims of the Exercise	• <i>To provide an opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it</i> • <i>To plan for the next workshop or series of workshops</i>
Focus of Exercise	<i>Low</i>
Energy of Exercise	<i>Low</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
1. Participants sit in a circle. 2. Facilitator begins the reflection and feedback: • What did you enjoy most about the workshop? • What did you learn from the workshop? • What are your thoughts about the workshop?	

Module Two: Understanding of equality and use of creative processes and new digital technologies to promote same

Module Two Lesson Plan – Part One

Workshop Title <i>No more than 10 words.</i>	Understanding of equality and use of creative processes and new digital technologies to promote same
Aims of the Workshop <i>List three overall aims for the workshop and identify key theme or themes. Use bullet points.</i>	• Explore and examine the concept of equality • Facilitate an active learning environment through the use of theatre games and activities • Promote empathy and understanding of human rights for others through the use of film
Learning Outcomes of the workshop <i>A description of what the learner should be able to do upon completion of the workshop.</i>	• Understand the concept of equality • Promote and champion equality to their peers • Understand the use of theatre and digital technology (film) as it applies to the promotion of equality
Duration <i>In minutes.</i>	120 minutes
Name of Author <i>Name and organisation of person who wrote workplan and country</i>	Ciara Hayes
Artform(s) <i>List using bullet points.</i>	• Drama/Theatre • Film
Participants	20

<i>Note the maximum number of participants per group.</i> <i>List any additional needs of the participants.</i>	
No. of Facilitators Needed per Group	1
Learning and Teaching Methods	• Image theatre (Augusto Boal) • Forum theatre (Augusto Boal) • 'You Matter' film (Smashing Times and Dil Wickremasinghe)
Resources and Materials <i>List any resources or materials needed by</i> (a) The facilitator (b) The participants <i>Use bullet points.</i>	• You Matter film by Smashing Times. Free to access on YouTube: https://youtu.be/of3T7oUEoAE
..	
Introduction <i>Introduction to the workshop/lesson given by the facilitator to the participants.</i>	Facilitator introduces themselves and the overall theme of the workshop: using drama and film to explore and examine the concept of equality, and how these technique can be used to promote equality.
Physical and Vocal Warm Ups and Games <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers. This is a list (names only) of each exercise numbered 1, 2, 3 etc. List length of time for section.</i>	1. Alphabet Circle 2. Stretch and Breath 3. Energy Circle 4. Name Exchange (Crazy Names) Total: 30 mins
Core Lesson with exercises and Key Theme <i>List the names only of the exercises in the order they are carried out.</i> <i>List length of time for whole section.</i>	5. Complete the Image 6. Group Sculptures 7. You Matter Total: 70 minutes

Cool Down <i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session. List length of time. List names of exercises.</i>	8. Closing Visualisation 9. Reflection and Feedback Total 10 minutes
Reflection and Feedback <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it. List length of time.</i>	Facilitator creates an open and safe sharing space for all participants to share thoughts and feedback on the session either verbally or in written format.
References and Essential Reading <i>List all references used. Include full author name, organisation name, email, title, publisher, etc.</i>	Rucki, J.D. and Rice, T. (2012). The individual in musical ethnography. <i>Ethnomusicology</i> , 56(2), pp.299-327. Boal, A. (1992). Games for actors and non-actors. London, Routledge. <i>You Matter</i> (2021) Directed by Mary Moynihan. Available at: YouTube (Accessed: 1 June 2022).

Module Two Lesson Plan - Part Two

Full Description or Step-By-Step instruction for each game or exercise

Exercise Name	Alphabet Circle
Exercise Number	1
Aims of the Exercise	• To assist participants to learn each other's names • To encourage participants to mix, rather than stand with people they may know • To create a formation that can be returned to at other points in a workshop • To achieve a simple task collectively
Focus of Exercise	Low
Energy of Exercise	Medium
Materials Used	None

<i>List materials used. If no materials required, state 'None'</i>	
Instructions	
1. Form a Circle. 2. Facilitator explains that on the word "Go", the group will try to reform the circle in alphabetical order by first name by asking each other what their names are and by helping each other find the right spot in the circle. The "A" position is to the left of the facilitator and "Z" is to the right. If two people have the same starting letter, they will position themselves in order of the second letter of their first name, or the third if needed. 3. The goal is to do this as quickly and accurately as possible. The facilitator will allow the group a maximum of thirty seconds. When five seconds remain, he/she will begin to count down. 4. When the facilitator calls "Stop", the group must finish the circle. The facilitator will then ask each person to say their name and any mistakes in the order will be fixed. 5. The facilitator congratulates the group on this first collective task that they have achieved. 6. The facilitator asks each participant to look at who is on their right and on their left and to remember these people. 7. For the rest of the workshop, when the facilitator calls out "Alphabet Circle", this circle will be reformed as quickly as possible.	

Exercise Name	Stretch and Breath
Exercise Number	2
Aims of the Exercise	• To prepare bodies, voices and imaginations for work • To promote energy
Focus of Exercise	Low
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Form a circle. Each person gently massages the main muscle areas of the body, calves, thighs, stomach, chest, back, and arms and then a gentle massage of the facial areas and scalp. If you like add in a gentle jog on the spot. 2. Standing with feet parallel and hip distance apart gently flex the neck up and down and from side to side, rotate the elbows and wrists, stretch out fingers, then rotate the shoulders, hips, knees and ankles, first one way and then the other. Circle shoulders	

forward and back again. Inhale and lift shoulders up towards ears, aim to touch ears to shoulders. Exhale and let shoulders drop down. Repeat two more times. Make sure the shoulder balls and blades are well dropped down and arms hang loosely at sides and hands and fingers are relaxed.

3. Standing with feet parallel and hip distance apart, close eyes and concentrate on the breath, allowing it to naturally slow down and deepen. Extend your awareness to include the whole body. On the in breath imagine the breath filling the whole body. On the out breath imagine the body emptying. On each exhalation feel your hands and arms swell out and float away from the side of your body and imagine your breath is like a wave of the sea. At the beginning keep movements subtle and small, as the practice progresses, the feeling is that they are effortless and coming from the inside out...non-acting, non-doing...unification of the body and breath. Extend the movement gradually, breathing in as you raise the arms out and breathing out as you relax them, all the time imagining the breath as waves of the ocean flowing through you.
4. Standing with feet parallel and hip distance apart, ask the participants to close their lips gently and to hum continuously. Encourage participants to bring the hum forward so they can feel a tingle on the lips. Hum for one minute.
5. Standing with feet parallel and hip distance apart take a deep breath and raise both arms up to the sky while humming. As the arms reach the halfway point gradually turn the hum into an 'aaah' sound. Let the 'hmm' into the 'aaah' last for the length of a breath then drop the arms back down and repeat three more times.
6. Standing with feet parallel and hip distance apart take three deep breaths, raising arms and heels all the way up on the inhale and lowering on the exhale for each breath. Repeat To finish stand still maintaining awareness of the breath and how you feel. For alignment, concentrate on the top of the head; imagine a silk thread pulling the whole body upwards as though the skull were being suspended from it. Visualise the vertebrae in the back as beads on that thread.

Exercise Name	Energy Circle
Exercise Number	3
Aims of the Exercise List in bullet points.	● To assist participants to relax and overcome inhibitions ● To foster team spirit ● To develop concentration ● To raise energy and synchronise so group operate at same level of energy and focus
Focus of Exercise	Low
Energy of Exercise	High
Materials Used List materials used. If no materials required, state 'None'	None
Instructions	

This is an introductory exercise aimed at breaking the ice and preparing the group for the upcoming activities. It can help the participants relax and synchronise so that the group can operate at the same level of energy and focus. For people who may be nervous about the workshop, it is an easy way to become involved without anybody being under the spotlight.

1. Form a circle.
2. Facilitator turns their body fully to their right and makes eye contact with the person to their immediate right and claps their hands.
3. This person then makes a similar gesture to the person on their immediate right, passing the clap on.
4. Allow the clap to move all around the circle a number of times and to get a rhythmical flow of handclaps going around the circle without a break.
5. Facilitator then changes the direction of the clap so that it passes to the person on their immediate left and passes all the way around.
6. When this is clearly established, the facilitator then explains that each individual in the circle can then pass the clap energy to their immediate right or left.
7. When this is established, the facilitator introduces a sound, for example 'yo' or 'ho' or 'ha', so that participants clap and make this sound simultaneously as they pass energy around the circle. Facilitator makes eye contact with the person on their right, claps their hands and makes a loud energetic vocalisation of 'ha', passed on simultaneously as a single gesture. The sound/gesture should be powerful and vigorous and involving a total commitment of body and voice.
8. The clap/sound can also be sent across the circle. The speed should remain the same, the clap moves quickly across the circle the same as it does around the circle, and the emphasis should be on eye contact and a strong desire to get the gesture to its target.
9. Facilitator can then replace the word 'ha' with 'hello'.
10. When group are proficient at this, facilitator can then establish the rule that 'hello' is sent in the right direction and the word 'goodbye' is sent in the left direction.
11. A variation is for each person to do their own sound and gesture.

Exercise Name	Name Exchange
Exercise Number	4
Aims of the Exercise	● To break the ice and connect with a sense of fun and playfulness to free up the group ● To get our bodies moving in space ● To provide a fun and quick way to learn names ● To synchronise energy
Focus of Exercise	Low
Energy of Exercise	Medium – High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None

Instructions

1. Participants spread out in the space. The facilitator demonstrates the 'exchange' with someone from the group. The 'exchange' between two people consists of making eye contact, doing a handshake and each person saying their first and second name.
2. All move around space, the facilitator says 'go' and each person now finds someone to conduct the exchange with (eye contact, shaking hands and each person in pairs saying first and last name). Once the exchange is completed they move on to a new person to conduct the exchange and so on.
3. On 'freeze', you freeze, on 'continue' you continue. When you continue pick up exactly where you left off.
4. Then do it on the run. Complete introductions before running to someone else and repeat.
5. Then do on the run and also hysterically shout out names. This should be done with speed, everyone moving quickly through the space, and encourage participants to call out their names loud and clear.
6. Group stop. The facilitator explains the next variation which is 'Crazy Names'. Tell they group they will move around and do the exchange again, still at high speed and very loud, but this time instead of using their own name, they make up a 'crazy' first and second name and this name is different for each person they meet.
7. After explaining, ask the group to move randomly and calmly around the space.
8. All move around space, on an instruction of 'go' from the facilitator, the participants find someone to make eye contact with, shake hands and say name, first and last and other person says name, first and last. Except this time, they are running at high speed, saying the names out loud and making up a 'crazy' name, first and last. And no repeating of names for each person you meet. Invent new names for every introduction, off the wall gibberish, your favourite movie stars, politicians etc.
9. Also has freeze and continue.
10. Group stop. The facilitator explains the next stage.
11. The group returns to a normal pace and is asked to continue making 'exchanges' (making eye contact, shaking hands and saying your first and last name). However, this time you can only let go of the first person's hand when you have a second hand in your grip so that as you move around the room shaking hands, you are always shaking at least one person's hand.

Exercise Name	Complete the Image
Exercise Number	5
Aims of the Exercise	• To introduce image work • To generate a sense of play • To develop the imagination as a source of inspiration without the pressure of a performance • To make physical use of our bodies to create, looking at the body/imagination connection • To develop observation

Focus of Exercise	Medium
Energy of Exercise	Medium - High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Participants form a circle. 2. The facilitator stands in the centre of the circle and asks for a volunteer. The volunteer stands in front of the facilitator and they shake hands and freeze in mid-action. The facilitator explains that they are frozen and with their bodies they are making a still picture or image. The facilitator then steps out of the image and the participant continues to remain frozen like a statue. 3. Everyone observes this new image consisting of one person only. A second person now enters the image, they 'complete the image' by adding themselves in, striking a different pose. They are placing themselves within the image and making a shape with their bodies that compliments and gives meaning to the first shape so as to create a two-person tableau. The shape/image can be abstract or representational. 4. Once the second person has entered and frozen in the image the first person then steps out. Everyone now looks at the new image and a third person now enters, adding themselves to the image by making a shape that compliments and gives meaning to the shape or image already there. Again the image is held for a moment and the second person sits down leaving the third person in a new image to which a fourth person now enters and so on. Continue until everyone in the group has entered at least once. 5. After everyone has had a go in creating an image the facilitator now adds the following: the second person who enters freezes in their shape and then says a sentence to make clear what the tableau is. For example the first person's shape could be a bent back, with their arms flopping downwards. The second person could complete the tableau by pretending that the first person is carrying something heavy and needs help. The sentence could be 'Oh, do you need a hand?' The first person then exits the circle and a third person enters to make a new tableau with the second person's shape...and so on. Continue until everyone in the group has entered the image and said a line. 6. When you reach the last couple, both people stay in the image and the facilitator now asks all the other group members to join in the image one by one to complete a group image. 7. When everyone is inside the still image, invite each person to reflect on who they might be within the image and what is the story of the image. Invite each person to create a gesture with his or her body that can be repeated and to think of one word to reflect who you think you are within the image. On a signal everyone at the same time repeats his or her gesture three times. On a signal everyone at the same time says their word and then one by one each person says their word with the gesture. To finish ask for thoughts on the final group image.	

8. When participants are comfortable with the exercise, facilitator should restart the final section, and begin this time by calling out a scenario eg. 'At the supermarket' or 'At the beach'. Participants should join the image one by one to create the overall scene.
9. Facilitator then calls out themes, rather than scenarios eg. 'equality' or 'friendship'. This will require more thought from participants. If necessary, facilitator can divide the group into pairs or small groups and give them a timeframe in which to develop the image.
10. To end, discuss the image created.

Exercise Name	Group Sculptures
Exercise Number	6
Aims of the Exercise	• To build competency in communicating experiences through physical images. • To build understanding in how images are read and understood. • To investigate themes/issues in an embodied way.
Focus of Exercise	Medium
Energy of Exercise	Medium – High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator asks the group members to consider a time when they felt oppressed (or you may wish to say, discriminated against, treated unfairly etc.) 2. Facilitator breaks the group into several small groups and asks them to spread out in the room. 3. Each group is going to create a series of images of oppression. One person will begin. The first person imagines that they are a sculptor and the other group members are the "clay". He or she moves the other group members into body shapes and positions to create tableaux. A tableau is a still, body sculpture held by a group. If anyone is uncomfortable being moved physically, a sculptor can also show the "clay" what position to take. This approach is often best for facial expressions. 4. Once the whole group are in position, the sculptor places him/herself in the image in the role of the person being oppressed. 5. Each person in the group will have a chance to be the sculptor. 6. The facilitator designates an area of the room to be the "playing space" and arranges chairs around it. 7. Each group will show all of its images (one per group member)	

8. The audience will share what they see and feel in each of the images. This may be completely different from the intentions of the sculptor. Once the audience have responded, the sculptor can share their intentions, but they do not have to do so. One advantage of this exercise is that people can explore oppressive events without needing to talk about them if they are not comfortable to do so.
9. Groups now reset. Facilitator asks the groups to now create sculptures of equality. Repeat as above.

Discussion: The group can now discuss, based upon similarities and differences in the images, the nature of equality, the forms it can take, what it looks like, what it feels like etc.

Exercise Name	You Matter
Exercise Number	7
Aims of the Exercise	• To learn about the use of digital technology in exploring topics like equality • To understand and empathise with individuals and communities different to our own
Focus of Exercise	Medium
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	You Matter film (available on YouTube: https://youtu.be/of3T7oUEoAE)
Instructions	
1. Facilitator asks group to sit in a circle, and shows <i>You Matter</i> film. 2. After the film, facilitator asks the group some questions: • What was the film about? • Why is it important to remember women's stories? • Why do you think stories about women are told less frequently than stories about men? • How did you feel watching the film? • What made you feel that way? • Would you feel the same if you had read this speech, instead of seeing it? 3. Discussion: What does equality mean? What is gender equality? What are human rights? Refer to the module handout. 4. Activity: Today, some people are still not treated equally due to their race, gender, age, or many other reasons. In small groups, participants discuss current equality issues. Each group chooses one issue that they would make a film about. Each group makes a short	

presentation about the equality issue and how best they would explore this issue through a film.

Exercise Name	Closing Visualisation
Exercise Number	8
Aims of the Exercise	• To relax the participants • To explore human rights and equality • To communicate thoughts on equality and human rights in a group setting
Focus of Exercise	Low
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	Optional: flipchart and marker
Instructions	
1. Form a circle. 2. Ask people to close their eyes and to think of a world where there is equality and human rights for all; to imagine in their mind's eye a world without oppression and discrimination. 3. One by one ask each person to call out one word to describe this new world. The 4. Facilitator may wish to write the words on a flipchart as they are called out. 5. The facilitator then goes around the circle and asks each participant to finish the sentence 'My name is _____ and the human right I would like everyone to have is _____.' 6. Then everyone shakes out their arms, legs and finally the whole body while adding a sound. 7. Congratulate everyone for taking part in the workshop and ask everyone, on a signal from the facilitator, to clap together to end the workshop.	

Exercise Name	Reflection and Feedback
Exercise Number	9
Aims of the Exercise	• <i>To provide an opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it</i> • <i>To plan for the next workshop or series of workshops</i>

Focus of Exercise	<i>Low</i>
Energy of Exercise	<i>Low</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
1. Participants sit in a circle. 2. Facilitator begins the reflection and feedback. • What did you enjoy most about the workshop? • What did you learn from the workshop? • What are your thoughts about the workshop?	

Handout to accompany Module

Equality: Equality is about social and political equality for everyone in society, with everyone being valued equally. Everyone shall have fairness, equal opportunity and justice and shall not be discriminated against because of their race, ethnic origin, religion, political belief, disability, sexual orientation, age or gender.

Gender Equality: Gender equality is achieved when women and men enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and when the different behaviours, aspirations and needs of women and men are equally valued and favoured. www.genderequality.ie

Gender Equality states “that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are equally considered, valued and favoured”. Implementing gender equality fully requires equal representation and participation of both men and women in the economy, decision-making, as well as in social, cultural and civil life. Only in this way will men and women reach their full potential in society. It implies a fair distribution of resources between men and women, the redistribution of power and caring responsibilities, and freedom from gender-based violence.

Human Rights: The idea of ‘human rights’ implies that a person has a set of rights because she or he is a human being. While someone may have extra rights because he or she is a citizen of a particular country (the right to vote in that country, for instance) human rights apply to everyone irrespective of their country. Human rights are basic rights and freedoms that belong to every person in the world and are based on core principles of fairness, respect for human dignity, tolerance, equality, autonomy and the belief that everybody should be treated equally and with dignity – no matter what their circumstances. Equality and Human rights apply to everyone equally – men, women, older

people, children, young adults, minority ethnic people, people with disabilities, migrants, members of the travelling community, gay, lesbian and transgender people, etc.

Module Three: Understanding of human rights, active citizenship and social inclusion and use of creative processes and new digital technologies to promote same

Module Three Lesson Plan – Part One

Overview of Aims, Outcomes and Content of a Workshop or Lesson

Workshop Title <i>No more than 10 words.</i>	Understanding of human rights, active citizenship and social inclusion and use of creative processes and new digital technologies to promote same
Aims of the Workshop <i>List three overall aims for the workshop and identify key theme or themes. Use bullet points.</i>	● To introduce participants to theatre/drama skills ● To improve the understanding of democracy ● To improve communication skills ● To increase awareness about promoting democracy with digital technologies
Learning Outcomes of the workshop <i>A description of what the learner should be able to do upon completion of the workshop.</i>	● To improve the understanding of the concept of theatre, new technologies and democracy ● To use practical theatre skills ● To lead the workshop using theatre techniques in order to create materials addressing the issue
Duration <i>In minutes.</i>	120 minutes

Name of Author <i>Name and organisation of person who wrote workplan and country</i>	Ivana Milenovic Popovic and Jadranka Andjelic, DAH Theatre, Serbia
Artform(s) <i>List using bullet points.</i>	• Theatre • Digital communication tools
Participants <i>Note the maximum number of participants per group. List any additional needs of the participants.</i>	Max 12-15 participants
No. of Facilitators Needed per Group	2
Resources and Materials <i>List any resources or materials needed by</i> <i>(a) The facilitator</i> <i>(b) The participants</i> <i>Use bullet points.</i>	Participants • Phones or any device for communication • Comfortable clothing
STRUCTURE OF WORKSHOP	
Introduction <i>Introduction to the workshop/lesson given by the facilitator to the participants.</i>	Length: 10 Minutes This workshop is titled Digital Role Play and focuses on providing an introduction to communication skills and an introduction to the theme of theatre and democracy.
Physical and Vocal Warm Ups and Games <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers. This is a list (names only) of each exercise numbered 1, 2, 3 etc. List length of time for section.</i>	Length of Time: 25 Minutes Exercises 1. Learning state – 5 min 2. Body warm up – 10 min 3. Mapping the space – 10 min

Core Lesson with exercises and Key Theme <i>List the names only of the exercises in the order they are carried out.</i> <i>List length of time for whole section.</i>	Length of Time: 70 Minutes Role Play for understanding of human rights, active citizenship and social inclusion
Cool Down <i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session. List length of time. List names of exercises.</i>	Length of Time: 5 Minutes Circle massage
Reflection and Feedback <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it. List length of time.</i>	Length of Time: 20 Minutes Name of Exercise - Reflection and Feedback
References and Essential Reading <i>List all references used. Include full author name, organisation name, email, title, publisher, etc.</i>	1. Games for Actors and Non-Actors by Augusto Boal

Module Three Lesson Plan - Part Two

Full Description or Step-By-Step instruction for each game or exercise

Exercise Name	Introduction
Exercise Number	N/A
Aims of the Exercise	To provide an opportunity for the facilitator to introduce themselves to the participants

	• To provide the participants with an introduction by the facilitator to the workshop or lesson • To introduce health and safety
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator introduces themselves and welcomes everybody. 2. Facilitator gives an introduction to the workshop – see below. 3. Facilitator establishes health and safety. 4. Facilitator introduces first exercise. <i>Outline below an introduction to the workshop/lesson given by the facilitator to the participants. The introduction should include:</i> <i>(a) a breakdown of what the workshop/lesson involves</i> <i>(b) information on the workshop/lesson topic or key theme/s</i> <i>(c) any additional information</i> <i>Max. 150 words.</i> Facilitator asks group members to stand in a circle. A facilitator starts the game by introducing himself or herself by making a gesture, and alliterating his/her name, e.g. "I'm Wonderful Wendy" or "I'm Smart Steve". The next player points to the first player, repeats the previous player's name, attribute and gesture, and does something similar about himself or herself. And so on. The game ends with the first player having to do every other player's gesture, repeating their names and attributes. <i>Health and Safety: Insert notes on health and safety or other areas to address.</i>	

Exercise Name	Physical and Vocal Warm Ups and Games
Exercise Number	1
Aims of the Exercise <i>List in bullet points.</i>	• <i>To introduce participants to theatre skills</i> • <i>To assist participants to concentrate</i> • <i>To create a full focus of the participants</i>

Focus of Exercise	<i>High</i>
Energy of Exercise	<i>Medium</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
<i>Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.</i> 1. Learning state – 5 min Facilitator asks participants to form a circle. Facilitator explains the game: Look at the point in front of you at eye level, 1 to 2 minutes As you look at the point above the eyes, slowly expand your attention 180 °, noticing other things around that point, without shifting the focus. We see everything around us more and more, we hear everything around us more and more. While looking at the point above the eyes, slowly expand your attention 360 °. While looking at the point above the eyes, imagine that you have a tennis ball (30-50 cm) above and behind your head. Take your time, breathe. As you look at the point above your eyes and your attention is 360 ° and on the balls above and behind your head start lowering your gaze to eye level. Focus on different points around you keeping the balls, and full attention on surroundings. This is a learning condition and gained full focus. 2. Body warm up – 10 min 4 head turning to the left, 4 to the right, 2 whole circle to the left and then right 8 forward arm circles, 8 backward arm circles 8 inward hip rotations, 8 outward hip rotations (each side) 1 minute jumping rope/ or 60 jumping jacks 8 walk-outs 12 deep reverse lunge to knee raise 12 deep reverse lunge to knee raise 15 squats with a 10-rep pulse at the end 3. Mapping the space – 10 min All participants are walking freely in the space in different directions covering the whole space. The point is not to bump on each other. The tempo is increasing from speed 1 up to 5, and back.	

After a minute the space is shrunk (reduced) by half by facilitator. The participants are now in smaller space trying to respect the space of other. After 1 minute the facilitator reduces the space by half more, so now the participants are doing the same exercise in double smaller space. Once more the space is even smaller. The participants are now experiencing the small space trying to respect each other and others boundaries. Go till it is almost impossible to move, but keep the same energy. Relax and discuss.

Exercise Name	Core Lesson with exercises and Key Theme
Exercise Number	
Aims of the Exercise	• <i>To create an opportunity for participants to find different ways of inspiration for overcoming the injustice</i> • <i>To create the feeling of mutual respect and tolerance</i> • <i>To recognize that we all share the same or similar dreams</i> • <i>To realise that the pain, sorrow or loss is the mutual feeling</i> • <i>To recognize that we are all together here and now</i>
Focus of Exercise	<i>High</i>
Energy of Exercise	<i>High</i>
Materials Used	Phones or iPad, or any device for filming
<i>List materials used. If no materials required, state 'None'</i>	
Instructions	
1. The facilitator make an introduction about the role play (what it is, how it works, what are the objectives of the game - A role-playing game is a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterisation, and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, they may improvise freely; their choices shape the direction and outcome of the games. 2. Divide participants in groups - up to five in one group – Group of role players, group of audience (observers) and a group for film making 3. Set the topic, context, place, time with participants (xenophobia, homophobia, nationalism, racism... any anti democratic attitudes)	

4. Set the values and characteristics of democracy and extreme, right wing characteristic behaviour (just to see whether you are all on the same page)
5. Define roles within the groups (the characters, and silent observer)
6. Start the game

Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making regarding character development.

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

Or introduce the silent observers to give their view or possible solutions to the topic.

Discuss live with each other what have you learned or concluded, and give recommendation.

Look at the film made from the game. Discuss about for which purposes it could be used. How it could influence on conflict sides?

Exercise Name	Circle massage
Exercise Number	
Aims of the Exercise	• <i>To relax and enjoy</i>
Focus of Exercise	<i>Low</i>
Energy of Exercise	<i>Low</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
1. Participants stand in a circle close to each other 2. They all turn to the right 3. Put their hands on the person's shoulders in front of them 4. And massage the shoulders all at the same time	

Exercise Name	Reflection and Feedback
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Exercise Number	
Aims of the Exercise	• <i>To provide an opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it</i> • <i>To plan for the next workshop or series of workshops</i>
Focus of Exercise	<i>Low</i>
Energy of Exercise	<i>Low</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
1. Participants sit in a circle. 2. Facilitator begins the reflection and feedback. <i>Outline below a list of prompt questions for the facilitator to ask the participants.</i> <i>For example</i> 1. <i>What did you enjoy most about the workshop?</i> 2. <i>What did you learn from the workshop?</i> 3. <i>What are your thoughts about the workshop?</i>	

Module Four: Knowledge of role of local and national governments and the EU in promoting democracy, equality and human rights

Module Four Lesson Plan – Part One

Workshop Title <i>No more than 10 words.</i>	Knowledge of role of local and national governments and the EU in promoting democracy, equality and human rights
Aims of the Workshop <i>List three overall aims for the workshop and identify key theme or themes. Use bullet points.</i>	The main aims of this workshop are: • To support participants in understanding the role of the EU, national and local governments in promoting democracy, equality, and human rights • To continue the work done in previous lessons, focusing on the use of creative methods, like theatre, and digital technologies • To create a comfortable environment and a trusting relationship among participants, that will facilitate their learning, not only in this workshop, but also in the ones that will follow
Learning Outcomes of the workshop <i>A description of what the learner should be able to do upon completion of the workshop.</i>	Through this workshop, the participants are expected to gain knowledge, skills and attitudes, such as: Knowledge • To improve their understanding of Democracy, Equality and Human rights and how they can be promoted at local, national and EU levels

	Skills • To boost their creativity • To develop their improvisation and taking of initiatives skills • To improve their communication skills • To learn to work better as part of a team Attitudes • To raise their awareness on the importance of protecting Democracy, Equality and the Human Rights of all people • To raise their awareness of the challenges faced by vulnerable groups • To be more motivated to actively engage in activities for the promotion of Democracy, Equality and Human Rights in their own communities
Duration <i>In minutes.</i>	120 minutes
Name of Author <i>Name and organisation of person who wrote workplan and country</i>	K.A.NE. Social Youth Development, Greece
Artform(s) <i>List using bullet points.</i>	• Theatre
Participants <i>Note the maximum number of participants per group. List any additional needs of the participants.</i>	Max. 20 participants
No. of Facilitators Needed per Group	2 Facilitators
Learning and Teaching Methods	- brief theoretical presentation - theatre exercises for warm-up and cool down - teamwork - role play - improvisation - learning by doing - group discussions - debriefing

Resources and Materials <i>List any resources or materials needed by</i> (a) The facilitator (b) The participants <i>Use bullet points.</i>	Facilitator • Flipchart • Markers • Handout Participants • Comfortable clothing • Pens • Notepads or pieces of paper • mobile phones/tablets/laptops
STRUCTURE OF WORKSHOP	
Introduction <i>Introduction to the workshop/lesson given by the facilitator to the participants.</i>	Length: 5 Minutes This workshop is titled Promoting Democracy, Equality and Human Rights at European, national, and local levels and focuses on using theatre methods to provide a better understanding on the role of European, national and local governments in promoting democracy, equality and human rights.
Physical and Vocal Warm Ups and Games <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers. This is a list (names only) of each exercise numbered 1, 2, 3 etc. List length of time for section.</i>	Length of Time: 20 Minutes Exercises 1. Wake up! 8 mins 2. Vocal warm-up 5 mins 3. Our Monsters (+creation of groups) 7 mins
Core Lesson with exercises and Key Theme <i>List the names only of the exercises in the order they are carried out.</i> <i>List length of time for whole section.</i>	Length of Time: 80 Minutes Exercises 4. Role playing game
Cool Down	Length of Time: 5 Minutes

<i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session. List length of time. List names of exercises.</i>	Names of Exercises 5. Find your balance
Reflection and Feedback <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it. List length of time.</i>	Length of Time: 10 Minutes Name of Exercise 10. Reflection and Feedback
Appendices <i>List appendices attached with this document.</i>	Universal Declaration of Human Rights (Compass pages 461-463) JOINT COMMUNICATION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL: EU Action Plan on Human Rights and Democracy 2020-2024, European Commission: https://ec.europa.eu/transparency/documents-register/detail?ref=JOIN(2020)5&lang=en
References and Essential Reading <i>List all references used. Include full author name, organisation name, email, title, publisher, etc.</i>	• Compass: Manual for Human Rights Education with young people, https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40 retrieved on 10/01/2022 Published by: Council of Europe • Fact sheets on the European Union: Human Rights (https://www.europarl.europa.eu/ftu/pdf/en/FTU_5.4.1.pdf) Author: Marika Lerch • JOINT COMMUNICATION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL: EU Action Plan on Human Rights and Democracy 2020-2024, European Commission: https://ec.europa.eu/transparency/documents-register/detail?ref=JOIN(2020)5&lang=en • Human Rights and Democracy: striving for dignity and equality around the world

	https://ec.europa.eu/commission/presscorner/detail/en/I_P_20_492 • 2012 EU Strategic Framework and Action Plan on Human Rights and Democracy • https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/EN/foraff/131181.pdf
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Module Four Lesson Plan - Part Two

Full Description or Step-By-Step instruction for each game or exercise

Exercise Name	Introduction
Exercise Number	1
Aims of the Exercise	• To provide an opportunity for the facilitators to introduce themselves to the participants • To provide the participants with an introduction by the facilitator to the workshop or lesson • To introduce health and safety
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitators introduce themselves and welcome everybody. 2. Facilitators give an introduction to the workshop – see below. 3. Facilitators establishes health and safety. 4. Facilitators introduce first exercise. Eg. Welcome everyone. My name is.... (facilitator 1) and this is (facilitator 2). This workshop is titled Promoting Democracy, Equality and Human Rights at European, national and local levels. Using theatre exercises and a role-playing game, we hope to provide a better understanding on the role of European, national, and local governments in promoting democracy, equality and human rights.	

During this workshop, we will ask you to use and build on the knowledge and skills you developed in the previous workshops. Remember!

- Use your imagination and creativity!
- Cooperation and trust are key factors!

Health and Safety: While doing the exercises of this workshop, it is important that everyone feels safe and comfortable. Please, refrain from doing anything that may put yourself or others in uncomfortable or unsafe situations. Respect yourselves and your teammates.

If anyone feels uncomfortable or unsafe at any point during any of the exercises, please feel free to talk to me or (name of the other facilitator).

Exercise Name	Wake up!
Exercise Number	2
Aims of the Exercise <i>List in bullet points.</i>	● <i>To energize participants and warm up their bodies</i>
Focus of Exercise	<i>High</i>
Energy of Exercise	<i>Low to high</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
<i>Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.</i> 1. Facilitator asks participants lie down and close their eyes. 2. Facilitator asks participants to listen to their voice and follow the instructions "It is 07.00 am. Your alarm clock is going off and you start to wake up. Your face is the first one to wake up. Open your eyes, start waking up your face muscles, your cheekbones, your mouth, your nose... Now, your arms start waking up. First your fingers, then your palms, your elbows, your upper arms, your shoulders. As your shoulders wake up, your upper torso wakes up. Feel your chest, your diaphragm, try to stretch them and explore their movements. Now, your waist and hips start to wake up, then your thighs, then the knees, now your feet and your toes. You realize you are late! You have to speed up the process! Jump up! Shake your arms, all the way from your shoulders to your fingers! Now, shake also your torso, your waist, your hips, now your left leg, now your right leg. Shake shake shake and.... JUMP! JUMP! JUMP! And....STOP.	

3. Facilitator thanks participants and moves on to the next exercise.

Exercise Name	Voice Warm Up
Exercise Number	3
Aims of the Exercise <i>List in bullet points.</i>	• To follow the physical warm up with a voice warm up
Focus of Exercise	<i>Medium</i>
Energy of Exercise	<i>Medium</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>None</i>
Instructions	
1. Facilitator asks participants to form a circle. 2. Facilitator chooses one of the participants and asks them to say a sentence (eg. The sky is blue./ I love dancing. / Wolves are very beautiful animals... it can really be anything) 3. Facilitator asks participants to repeat the sentence all together 4. Facilitator asks participants to repeat the sentence all together, according to the directive each time. For example: - As if they are talking to a baby - As loud as possible - As a question - As if they are afraid - Whispering - As if they are bored etc. 5. After a few times, facilitator asks another participant to say another sentence and repeats the process.	

6. Repeat the process a few times (for a total of 5-7 minutes)

Exercise Name	Our Monsters
Exercise Number	4
Aims of the Exercise <i>List in bullet points.</i>	• To continue the warmup of the participants • To allow participants to familiarize themselves with the space • To form the groups for the next exercise
Focus of Exercise	Medium
Energy of Exercise	High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator asks participants to move around the space, taking up as much space as possible 2. Facilitator explains to them that as they move around the space, the facilitator is going to shout a number and a body part and they have to find other people in order to create a monster (as many monsters as necessary) that has that number of the body part. For example, if the facilitator says "4 legs", then participants need to create monsters with 4 legs (this can be done by 2 people coming together). After the creation of every monster, the participants need to start walking faster (it should end up with participants running). 3. Facilitator gives the commands. They explain that NO participant should be left without being part of a monster! If the participants see that something does not work, they may change groups Some examples: 3 faces 6 hands 20 fingers 6 waists	

*Make sure to prepare this exercise well and give instructions that would be possible to be executed according to the number of the participants.

4. Facilitator gives the final instruction, so that the groups are formed for the next exercise.

For example, if the participants are 20 and they need to form 4 groups of 5 people, then the facilitator can say:

- 10 hands or
- 5 faces
- etc.

Exercise Name	Human Rights, equality and democracy role playing game
Exercise Number	5
Aims of the Exercise <i>List in bullet points.</i>	● To give a better understanding to the participants of the role that European, national and local governments could play for the promotion of human rights, equality and democracy ● To give another opportunity to the participants to practice learning through role-playing ● To raise participants' awareness of challenges and obstacles faced by different actors in the promotion of human rights, equality and democracy
Focus of Exercise	Medium
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	Notepads or pieces of paper mobile phones/tablets/laptops Handout pens markers
Instructions	
1. Facilitators ask participants to go with their groups (ideally 5-6 people/group) as formed during the previous activities) gives them a copy of the universal declaration of Human Rights	

2. Facilitator gives each group 10 minutes to discuss and decide on an issue involving violation of one or more of these rights.

(eg. Discrimination against women in the workplace / Violation of fundamental rights of asylum seekers / Discrimination against people with disabilities, etc.)

Facilitator tells them that they can draw inspiration from news on the Human Rights Watch website (<https://www.hrw.org/europe/central-asia>), focusing on reports from their own countries.

3. Once they have chosen a topic, the facilitator reviews the topics and according to them designates a field of practice to each group (European, National or Local Level). For example, if a group chooses to deal with violations of the rights of immigrants and refugees trying to enter the EU, then the facilitator can ask them to work as EU, if the issue is discrimination against women in the national labour market, then they can ask them to work as a National government, and so on).

4. Facilitators ask each group to ask them to work together to make a scenario about how the European Union, a National Government or a local authority could go about resolving this issue.

They ask them to choose various roles, eg. parliament members, presidents of committees, other interested stakeholders (ie. representatives of the disadvantaged groups, industry representatives, etc.)

Facilitators are there to support them in this stage, if they have any questions or doubts.

Participants can use their own experiences and knowledge, as well as find information online.

They have 30 minutes to finish their research and scenarios and present their “plays”.

5. Each group has 3-5 minutes to act out their plays, while the other participants watch and take notes. At the end of all presentations, participants can ask questions and a brief discussion can follow.

Exercise Name	Find your balance
Exercise Number	6
Aims of the Exercise <i>List in bullet points.</i>	● To cool down and decompress after the exercise
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None

Instructions

1. Facilitator asks participants to stand with both arms above their heads, feet wide apart (as wide as their thighs), and knees slightly bent.
2. Facilitator asks them to close their eyes and swing from side to side as if they are blown by a strong wind at first and slowly calm it down, shifting their balance from one foot to the other, until the movement becomes almost non-existent.
3. When all participants have relaxed and calmed down, facilitator guides them to take 3 slow and deep breaths, bringing their hands up while breathing in a wing-like motion, and bringing them down as they expire.

Exercise Name	Reflection and Feedback
Exercise Number	7
Aims of the Exercise	• To provide an opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it • To plan for the next workshop or series of workshops
Focus of Exercise	Low to high
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Participants sit in a circle. 2. Facilitator begins the reflection and feedback by making a re-cap of everything that took place during this workshop 3. Facilitator asks participants if they feel OK and then goes on to the reflection questions: • What did you enjoy most about the workshop? • What did you learn from the workshop?	

- How did you feel during the exercises?
- Is there anything that could be improved and how?

Handout to accompany Workshop

Workshop Title <i>No more than 10 words.</i>	Knowledge of role of local and national governments and the EU in promoting democracy, equality and human rights
Handout Title <i>No more than 10 words.</i>	Promoting Democracy, Equality and Human Rights at European, national, and local levels.
Aims <i>List using bullet points.</i>	The main aims of this workshop are: • To support participants in understanding the role of the EU, national and local governments in promoting democracy, equality, and human rights • To continue the work done in previous lessons, focusing on the use of creative methods, like theatre, and digital technologies • To create a comfortable environment and a trusting relationship among participants, that will facilitate their learning, not only in this workshop, but also in the ones that will follow
Takeaway Points <i>List key point/s of lesson. Use Key Point One: Key Point Two etc. Followed by information</i>	Key point 1: Role-playing and simulation exercises can be used in order to support participants understand the workings of different institutions, as well as the challenges faced in decision making.

	Key point 2: “Human rights are standards that recognize and protect the dignity of all human beings. Human rights govern how individual human beings live in society and with each other, as well as their relationship with the State and the obligations that the State have towards them. Human rights law obliges governments to do some things and prevents them from doing others. Individuals also have responsibilities: in using their human rights, they must respect the rights of others. No government, group or individual person has the right to do anything that violates another’s rights.” Definition as found in the UNICEF website See more: https://www.unicef.org/child-rights-convention/what-are-human-rights Key point 3: Protecting human rights, equality and democracy is one of the fundamental values of the European Union and should be at the heart of all its activities, both within the EU, as well as when it comes to relations with third countries. Similarly, national and local governing bodies should equally be committed to the protection of human rights, equality, and democracy. However, the situation can be more complicated at times (see for example human rights violations by States, brought forth due to the COVID-19 Pandemic) More info on human rights acts and violations all over the world: Human Rights Watch (https://www.hrw.org/)
Key Terms <i>List and provide description of key terms</i>	Human rights: <i>“Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.”</i> https://www.un.org/en/global-issues/human-rights Equality: <i>“Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents.</i>

	<i>It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.</i> <i>Equality recognises that historically certain groups of people with protected characteristics such as race, disability, sex and sexual orientation have experienced discrimination."</i> https://www.equalityhumanrights.com/en/secondary-education-resources/useful-information/understanding-equality Democracy: <i>"The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so democracy can be thought of as "power of the people": a way of governing which depends on the will of the people.</i> <i>There are so many different models of democratic government around the world that it is sometimes easier to understand the idea of democracy in terms of what it definitely is not. Democracy, then, is not autocracy or dictatorship, where one person rules; and it is not oligarchy, where a small segment of society rules. Properly understood, democracy should not even be "rule of the majority", if that means that minorities' interests are ignored completely. A democracy, at least in theory, is government on behalf of all the people, according to their "will"."</i> See more: https://www.coe.int/en/web/compass/democracy
Resources <i>List any resources or organisations that may be related to the lesson topic. Eg. Local LGBTQ support resources, local climate activist groups.</i>	Human rights watch: https://www.hrw.org/ Human Rights and Democracy: striving for dignity and equality around the world, European Commission https://ec.europa.eu/commission/presscorner/detail/en/IP_20_492 United Nations: https://www.un.org/en/global-issues

	Council of Europe: https://www.coe.int/en/web/human-rights-convention
References <i>List references of information used in the workshop lesson. Use bullet points.</i>	• Compass: Manual for Human Rights Education with young people, https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40 retrieved on 10/01/2022 Published by: Council of Europe • Fact sheets on the European Union: Human Rights (https://www.europarl.europa.eu/ftu/pdf/en/FTU_5.4.1.pdf) Author: Marika Lerch • JOINT COMMUNICATION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL: EU Action Plan on Human Rights and Democracy 2020-2024, European Commission: https://ec.europa.eu/transparency/documents-register/detail?ref=JOIN(2020)5&lang=en • Human Rights and Democracy: striving for dignity and equality around the world https://ec.europa.eu/commission/presscorner/detail/en/P_20_492 • 2012 EU Strategic Framework and Action Plan on Human Rights and Democracy • https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/EN/foraff/131181.pdf

Module Five: Communication Skills – public speaking, listening and ability to pass on information to other young people re democracy, equality and human rights

Module Five Lesson Plan – Part One

Workshop Title <i>No more than 10 words.</i>	Communication Skills: Public Speaking, Active Listening and Effective Communication
Aims of the Workshop <i>List three overall aims for the workshop and identify key theme or themes. Use bullet points.</i>	The main aims of this workshop are: ● To stimulate communication skills such as public speaking ● To improve listening ability to understand others ● To know how to pass on information effectively
Learning Outcomes of the workshop <i>A description of what the learner should be able to do upon completion of the workshop.</i>	After attending the workshop, the participants will be able to: ● To stimulate communication skills ● To increase listening ability ● To improve the ability to pass on information
Duration <i>In minutes.</i>	120 minutes

Name of Author <i>Name and organisation of person who wrote workplan and country</i>	IFESCOOP
Artform(s) <i>List using bullet points.</i>	• Theatre • Improvisational Theatre • Body expression
Participants <i>Note the maximum number of participants per group. List any additional needs of the participants.</i>	Ideal number of participants: 10-15 Common accessibility requirements
No. of Facilitators Needed per Group	1
Learning and Teaching Methods	Active and participative. Learning by doing. Brief theoretical introduction; Activities, Games, Dynamics; Debriefing and reflexion
Resources and Materials <i>List any resources or materials needed by</i> <i>(a) The facilitator</i> <i>(b) The participants</i> <i>Use bullet points.</i>	Facilitator • Flipchart • Markers • Music equipment (Bluetooth connection) with speakers Participants • Notepad • Comfortable clothing
STRUCTURE OF WORKSHOP	
Introduction <i>Introduction to the workshop/lesson given by the facilitator to the participants.</i>	Length: 10 Minutes <i>(Provide a two line summary of workshop. A full introduction can be given in the actual exercise description).</i> This workshop is titled “Communication Skills” and its aims are to provide practical tools to improve public communication and

	listening abilities, as well as to increase the ability to pass on information.
Physical and Vocal Warm Ups and Games <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers. This is a list (names only) of each exercise numbered 1, 2, 3 etc. List length of time for section.</i>	Length of Time: 30 Minutes Exercises 1. Body Warm Up 2. Facial Warm Up 3. Voice Warm Up
Core Lesson with exercises and Key Theme <i>List the names only of the exercises in the order they are carried out. List length of time for whole section.</i>	Length of Time: 60 Minutes Exercises 4. Public Speaking 5. Active Listening 6. Providing Information
Cool Down <i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session. List length of time. List names of exercises.</i>	Length of Time: 5 Minutes Names of Exercises 7. Cooling down with music
Reflection and Feedback <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it. List length of time.</i>	Length of Time: 15 Minutes Name of Exercise 8. Reflection and Feedback
References and Essential Reading <i>List all references used. Include full author name,</i>	1. Games for Actors and Non-Actors by Augusto Boal 2. “¡A Escena! Lo que el Teatro aporta a la Comunicación” (“On Scene! What the Theater contributes to Communication”) by Mercedes Segura Amat.

<i>organisation name, email, title, publisher, etc.</i>	
Workshop Assessment if applicable	Facilitator may produce a report describing the development of the workshop including aspects to be changed and/or improved.

Module Five Lesson Plan - Part Two

Full Description or Step-By-Step instruction for each game or exercise

Exercise Name	Introduction
Exercise Number	N/A
Aims of the Exercise	• To provide an opportunity for the facilitator to introduce themselves to the participants • To provide the participants with an introduction by the facilitator to the workshop or lesson • To introduce health and safety
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator introduces themselves and welcomes everybody. 2. Facilitator gives an introduction to the workshop – see below. 3. Facilitator establishes health and safety. 4. Facilitator introduces first exercise. <i>Outline below an introduction to the workshop/lesson given by the facilitator to the participants. The introduction should include:</i> (a) <i>a breakdown of what the workshop/lesson involves</i> (b) <i>information on the workshop/lesson topic or key theme/s</i> (c) <i>any additional information</i> <i>Max. 150 words.</i>	

Being able to communicate effectively is one of the most important of all life skills. Like actors on stage, in our daily life, communication is both vocal and non-verbal, using body language. How well information can be transmitted and received is a measure of how good our communication skills are. And they can be learned or improved through theatre techniques.

Learning acting techniques and developing your communication skills can help all aspects of your life. The ability to communicate information accurately, clearly and as intended, is a vital life skill.

The aims of this Lesson, entitled “Communication Skills”, are:

- To stimulate communication skills such as public speaking
- To improve listening ability to understand others
- To know how to pass on information effectively

It will provide you with practical tools to improve public communication and listening abilities, as well as to increase the ability to pass on information.

Health and Safety: Insert notes on health and safety or other areas to address.

Exercise Name	Physical Warm Up
Exercise Number	1
Aims of the Exercise <i>List in bullet points.</i>	● <i>To help participants warming up their bodies</i> ● <i>To leave stress aside before starting the session</i>
Focus of Exercise	<i>Low</i>
Energy of Exercise	<i>Medium</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>Music Equipment (optional)</i>
Instructions	
<i>Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.</i> 1. Facilitator asks participants to distribute all over the room. 2. Facilitator guides participants to warm up different parts of the body in 7 steps: 1. Work your neck. Roll your neck around forward, side to side, backward. Roll it around in one direction, then the other. 2. Shoulders. Shrug your shoulders up, down, then roll them forward and backward.	

3. Circle your arms. Swing your arms in a circle in one direction, then the other, then in opposite directions.
4. Stretch your ribs by raising your arms above your head, then leaning to one side, feeling the tension release on your ribcage. Hold for a beat, then return to the upright position and lean to the other side.
5. Breathwork. Assume an erect posture, inhale deeply and slowly through your nose. Exhale slowly and deliberately through your mouth. Repeat a few times to slow your heart rate down and relax.
6. Folds. Bend forward at the waist, dropping your head, with arms extended down, holding for 10. Then come back up all the way into a slight backward bend, holding for another 10 seconds. Repeat a few times until you feel your posture has improved.
7. Shake everything out. Start shaking your hands, then your arms, then your entire body to release any lingering tension.

Exercise Name	Facial Warm Up
Exercise Number	2
Aims of the Exercise <i>List in bullet points.</i>	• To help participants warming up their face muscles • To prepare face muscles to be more expressive
Focus of Exercise	<i>Medium</i>
Energy of Exercise	<i>Medium</i>
Materials Used <i>List materials used. If no materials required, state 'None'</i>	<i>Music Equipment (optional)</i>
Instructions	
<i>Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.</i> 1. Facilitator asks participants to distribute all over the room. 2. Facilitator guides participants to warm up and loose facial muscles in 3 steps: 1. Massage. Begin your facial warmups by massaging your face in slow, circular motions to loosen the muscles around your mouth, eyes, and forehead. 2. Use the "lion/mouse" technique. Stand in front of a mirror and stretch all your facial muscles. Open your mouth wide, like a lion roaring. Then scrunch your face into a meek, small, expression, like a mouse. Switch back and forth. 3. Stretch your tongue. Pull your tongue out, pull it down as far as you can, then up, then side to side. This will help you move your mouth and to enunciate and articulate.	

Exercise Name	Vocal Warm Up
Exercise Number	3
Aims of the Exercise <i>List in bullet points.</i>	• To help participants warming up their voice • To prepare participants to properly articulate words
Focus of Exercise	Medium
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator asks participants to distribute all over the room. 2. Facilitator guides participants to warm up their voice in 6 steps: 1. The "Hum." Exhale slowly, humming until you have exhaled all of your air. Repeat approximately five times 2. The "Ha." Stand and place your hand on your abdomen. Breathe in by expanding your stomach outward; you are now breathing from your diaphragm. Exhale slowly, uttering, "ha ha ha ha." Push your abdomen in with every syllable. Repeat. 3. Lip trills and flutters. Roll your tongue on the roof of your mouth to make "trr" or "rr" sound. 4. Descending nasal consonants. Say the word "onion," stretching the "ny" sound and voice it downward in pitch. 5. Tongue twisters. Memorize a few of tongue twisters, like "red leather yellow leather" and repeat them to get your mouth loosened up. 6. Yawn and sigh. Open your mouth as if to yawn and let your voice sigh loudly from the top of your register down to its lowest note.	

Exercise Name	Public Speaking
Exercise Number	4
Aims of the Exercise <i>List in bullet points.</i>	• To provide participants with a public speaking experience in a safe and controlled scenario • To prepare participants to properly deliver a public speech
Focus of Exercise	High
Energy of Exercise	High

Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator asks participants to divide in pairs. 2. Each person should share information with the partner. Facilitator can give a list of the information that should be shared. 3. Each person introduces the partner to the rest of the group 4. Facilitator will ask participants to watch all the presentations focusing on the positive aspects they observe. 5. After each presentation, participants will highlight the positive things observed. 6. Facilitator can then remark positive aspects, as well as giving expert feedback about something that could be improved.	
Key Terms Used <i>Provide description</i>	<i>Impact Communication</i> Communicating with impact means considering your audience, what information you want to share and the best way to share it to ensure that the message is understood and, most importantly, inspires action.

Exercise Name	Active Listening
Exercise Number	5
Aims of the Exercise <i>List in bullet points.</i>	• To encourage participants to listen to each other • To avoid anticipating answers and focus on active listening
Focus of Exercise	Medium
Energy of Exercise	High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
<i>Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.</i>	

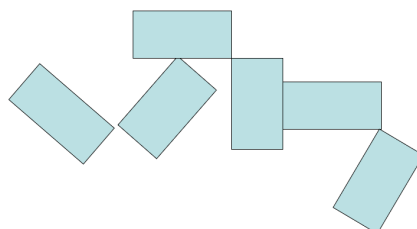
1. Facilitator asks participants to divide in pairs. 2. Facilitator explains they have to maintain a conversation with their partner but only starting their line with the last word the other person has said. 3. In pairs they hold conversations according to the rule the facilitator has just explained. 5. After the exercise is finished, facilitator will ask participants how they felt during the exercise. Was it hard to wait not being able to prepare our reply? What happened when they were forced to listen instead thinking about their answer?	
Key Terms Used <i>Provide description</i>	<i>Active Listening</i> Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully.

Exercise Name	Providing Information
Exercise Number	6
Aims of the Exercise <i>List in bullet points.</i>	• To train participants in effective communication • To learn how to communicate information accurately, clearly and as intended,
Focus of Exercise	High
Energy of Exercise	High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	Flipchart and Markers
Instructions	
1. Facilitator asks for a volunteer. 2. Facilitator shows all participants except the volunteer an image similar to this one:	

3. Facilitator asks participants to give instructions to the volunteer to draw this image. Participants cannot see what is being drawn. Volunteer cannot say or ask anything.

4. When they have finished, the drawing is shown. Facilitator asks volunteer and participants how they felt during the exercise.

5. Facilitator then shows all participants except the volunteer another image similar to this one:



5. Facilitator asks participants to give instructions to the volunteer to draw this image. Participants cannot see what is being drawn. Now, volunteer can give feedback asking and answering to participants.

6. When they have finished, the drawing is shown. Facilitator asks volunteer and participants how they felt during the exercise this second time. Analyze differences between the first and the second experiences. Who is responsible for the process of communication? What is the importance of feedback?

Key Terms Used

Provide description

Effective Communication

Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner.

Exercise Name	Cooling Down With Music
Exercise Number	7
Aims of the Exercise <i>List in bullet points.</i>	• To create a relaxed atmosphere • To cool down after the core work and before the reflexion
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	Music Equipment (optional)

Instructions

Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.

1. Facilitator asks participants to distribute all over the room.
2. Facilitator guides participants to cool down stretching and relaxing different parts of the body.

- **Standing Forward Bend**

1. From a standing position, slowly hinge at your hips to bend forward.
2. Lengthen your spine, and allow your head to fall heavy toward the floor, keeping a slight bend in your knees.
3. Place your hands on the floor, hold opposite elbows in front of or behind your thighs, or interlace your hands behind your back.
4. Hold this position for 30 seconds.

If your hands are unable to reach the floor, you can modify this stretch. Place hands on a block or sturdy object instead of the floor. You'll still reap the same benefits.

- **Shoulder stretch**

1. From a standing or seated position, lift up your right elbow and place your hand near your neck or spine.
2. Place your left hand on your right elbow to gently press your right hand further down your spine.
3. To deepen the stretch, bring your left arm alongside your torso and reach your left hand up to clasp your right hand.
4. Hold a towel or resistance band to allow you to reach further.
5. Hold the stretch for 30 seconds.
6. Repeat on the opposite side.

- **Legs-Up-the-Wall Pose**

1. Sit with the right side of your body next to a wall.
2. Swing your legs up along the wall as you lie down on your back.
3. Place your hips against the wall or a few inches away.
4. Place your arms alongside your body, on your stomach, or overhead.
5. Hold this position for up to 5 minutes.

- **Corpse Pose**

1. Lie on your back with your arms alongside your body, palms facing up, and your feet slightly wider than your hips, with your toes splayed out to the sides.
2. Relax your body and let go of any tightness or tension.
3. Allow your body to fall heavily to the floor as you breathe deeply.
4. Stay in this position for 5 minutes or longer.

Exercise Name	Reflection and Feedback
Exercise Number	8
Aims of the Exercise	● To provide an opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it ● To plan for the next workshop or series of workshops
Focus of Exercise	Low to high
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	
Instructions	
1. Participants sit in a circle. 2. Facilitator begins the reflection and feedback by reviewing the workshop. 3. Facilitator asks participants to share their reflections, thoughts, conclusions about the workshop and the concepts: communication, active listening, feedback, anticipation, etc. ● What did you enjoy most about the workshop? ● What did you learn about communication from the workshop? ● How did you feel during the execution of each of the exercises? ● What have you changed in your communication style? ● What tools have you acquired in the workshop?	

Handout to accompany Workshop

Workshop Title <i>No more than 10 words.</i>	Communication Skills: Public Speaking, Active Listening and Effective Communication
Handout Title <i>No more than 10 words.</i>	Communication Skills: Public Speaking, Active Listening and Effective Communication
Aims <i>List using bullet points.</i>	The main aims of this workshop are: ● To stimulate communication skills such as public speaking ● To improve listening ability to understand others ● To know how to pass on information effectively
Takeaway Points <i>List key point/s of lesson. Use Key Point One: Key Point Two etc. Followed by information</i>	Key point 1: Communication is one of the Being able to communicate effectively is one of the most important of all life skills. Key point 3: The ability to communicate information accurately, clearly and as intended, is a vital life skill. Key point 4: Like actors on stage, in our daily life, communication is both vocal and non-verbal, using body language. Key point 5: How well information can be transmitted and received is a measure of how good our communication skills are. Key point 6: Communication skills can be learned or improved through theatre techniques. Key point 7: Learning acting techniques and developing your communication skills can help all aspects of your life.
Key Terms <i>List and provide description of key terms</i>	<i>Impact Communication</i> Communicating with impact means considering your audience, what information you want to share and the best way to share it to ensure that the message is understood and, most importantly, inspires action. <i>Active Listening</i> Active listening is the ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully. <i>Effective Communication</i>

	Effective communication is a process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner.
References <i>List references of information used in the workshop lesson. Use bullet points.</i>	• “¡A Escena! Lo que el Teatro aporta a la Comunicación” (“On Scene! What the Theater contributes to Communication”) by Mercedes Segura Amat.

Module Six: Leadership Skills

Module Six Lesson Plan – Part One

Workshop Title <i>No more than 10 words.</i>	Understanding Leadership Skills
Aims of the Workshop <i>List three overall aims for the workshop and identify key theme or themes. Use bullet points.</i>	The aims of this workshop are: • To support participants in understanding leadership skills (eg. interpersonal skills, public speaking, communication, listening, ethics, critical and creative thinking, goal setting) • To continue the work done in previous lessons, focusing on the use of creative methods, like theatre, and digital technologies • To create a comfortable environment and a trusting relationship among participants, that will facilitate their learning, not only in this workshop, but also in the ones that will follow
Learning Outcomes of the workshop <i>A description of what the learner should be able to do upon completion of the workshop.</i>	Through this workshop, participants are expected to understand and practice leadership skills, such as: • interpersonal skills • public speaking • communication • listening • ethics • critical and creative thinking • goal setting They will also improve their improvisation and theatre skills.
Duration <i>In minutes.</i>	120 minutes
Name of Author <i>Name and organisation of person who wrote workplan and country</i>	K.A.NE. Social Youth Development, Greece
Artform(s) <i>List using bullet points.</i>	• Theatre
Participants	• Max. 20 participants

<i>Note the maximum number of participants per group. List any additional needs of the participants.</i>	
No. of Facilitators Needed per Group	2
Learning and Teaching Methods	- brief theoretical presentation - theatre exercises for warm-up and cool down - teamwork - role play - improvisation - learning by doing - group discussions - debriefing
Resources and Materials <i>List any resources or materials needed by</i> (a) The facilitator (b) The participants <i>Use bullet points.</i>	Facilitators ● Flipchart ● Markers ● Computer or phone and speakers (to play music) ● Chairs Participants ● Notepads or pieces of paper ● pens or pencils ● markers ● Comfortable clothing
STRUCTURE OF WORKSHOP	
Introduction <i>Introduction to the workshop/lesson given by the facilitator to the participants.</i>	Length: 5 Minutes This workshop is titled Understanding Leadership Skills and focuses on supporting the participants to understand and develop the skills that will allow them to be better leaders and facilitators of groups and activities.
Physical and Vocal Warm Ups and Games <i>To energise and focus participants, prepare the bodies and voices for work and break down barriers. This is a list (names only) of each exercise numbered 1, 2,</i>	Length of Time: 25 Minutes Exercises 1. Musical Chairs: 10 minutes 2. Group sound (vocal warm up): 5 minutes 3. The imaginary journey: 10 minutes

<i>3 etc. List length of time for section.</i>	
Core Lesson with exercises and Key Theme <i>List the names only of the exercises in the order they are carried out.</i> <i>List length of time for whole section.</i>	Length of Time: 75 Minutes Exercises 4. Leadership competences (30 minutes) 5. Leadership role play (45 minutes)
Cool Down <i>One or more short games or exercises to create a relaxed atmosphere after the core work and before group reflection and to bring the group together to end the session. List length of time. List names of exercises.</i>	Length of Time: 5 Minutes Names of Exercises 6. Animal stretching
Reflection and Feedback <i>An opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it. List length of time.</i>	Length of Time: 10 Minutes Name of Exercise 7. Reflection and Feedback
References and Essential Reading <i>List all references used. Include full author name, organisation name, email, title, publisher, etc.</i>	1. Games for Actors and Non-Actors by Augusto Boal 2. Leadership styles: https://www.mindtools.com/pages/article/newLDR_84.htm 3. Leadership Styles and Frameworks You Should Know: https://www.verywellmind.com/leadership-styles-2795312

Module Six Lesson Plan - Part Two

Full Description or Step-By-Step instruction for each game or exercise

Exercise Name	Introduction
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Exercise Number	N/A
Aims of the Exercise	• To provide an opportunity for the facilitator to introduce themselves to the participants • To provide the participants with an introduction by the facilitator to the workshop or lesson • To introduce health and safety
Focus of Exercise	Low
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitators introduce themselves and welcome everybody. 2. Facilitators give an introduction to the workshop – see below. 3. Facilitators establish health and safety. 4. Facilitators introduce first exercise. Welcome everyone. My name is.... (facilitator 1) and this is (facilitator 2). This workshop is titled Understanding Leadership Skills. Using theatre exercise and improvisation, to support you in understanding leadership skills, such as interpersonal skills, public speaking, communication, listening, ethics, critical and creative thinking, goal setting. Remember that during this workshop, like in the previous ones, it is important to be open, use your imagination and creativity and remember that cooperation and trust are key factors. Health and Safety: While doing the exercises of this workshop, it is important that everyone feels safe and comfortable. Please, refrain from doing anything that may put yourself or others in uncomfortable or unsafe situations. Respect yourselves and your teammates. If anyone feels uncomfortable or unsafe at any point during any of the exercises, please feel free to talk to me or (name of the other facilitator).	

Exercise Name	Musical Chairs
Exercise Number	1
Aims of the Exercise <i>List in bullet points.</i>	• To energize participants and warm up their bodies

Focus of Exercise	High
Energy of Exercise	High
Materials Used <i>List materials used. If no materials required, state 'None'</i>	Computer or phone and speakers (to play music) chairs
Instructions	
1. Facilitators place the chairs (as many as the participants, minus one) in the centre of the room, on two lines, with the backs of the chairs touching. 2. Facilitators ask participants to form a circle around the chairs and start walking normally, all in the same direction. 3. Facilitators play some music. As soon as the music stops, the participants must find a chair to sit on. 4. The participant who is left without a chair, goes out of the game. One chair is removed, and the game continues (there should always be one less chair than the number of participants in the game). 5. The game finishes when there is only 1 person left.	

Exercise Name	Group sound – voice warm-up
Exercise Number	2
Aims of the Exercise <i>List in bullet points.</i>	Eg. • To warm-up the voice of the participants • To boost the sense of belonging to a group
Focus of Exercise	High
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator asks participants to form a circle.	

2. Facilitator chooses one participant and asks them to start making one sound.
3. After that the participant standing on their right needs to add to this sound, by making a sound of their own. The sound needs to “match” the sound of the first person, but should not be the same. It can be a different note, a different vowel, in a contra-tempo style, etc.
4. Then, the person next to the second person starts making a sound, and so on, until everyone is making a sound and the “group song” is formed.
5. When the group song is formed, facilitator asks participants to keep it going, but changing certain variables every time, for example they can ask them to go slower, faster, in a lower voice, louder, etc.

Exercise Name	The imaginary journey
Exercise Number	3
Aims of the Exercise <i>List in bullet points.</i>	• To continue with the warm-up • To build trust among participants • To allow participants to get a better sense of the space
Focus of Exercise	High
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator asks participants to form pairs. If they are an odd number, the second facilitator can play as well. 2. Facilitator asks one participant from each pair to close their eyes. They will be the “blind” person and the other one will be the guide. 4. Facilitator asks the “guides” to lead their “blind” partners, through a series of obstacles around the room. The obstacles may be real (eg. chairs, tables, etc.), or imaginary. Speaking is not allowed during this exercise. 5. Facilitator asks the “blind” participants to think about where they are, according to the obstacles they face and using their imagination (eg. in a forest, next to a lake or a river, in a busy city, etc.). 6. After a few minutes, the facilitator asks the pairs to change roles.	

Exercise Name	Leader's competences
Exercise Number	4
Aims of the Exercise <i>List in bullet points.</i>	Eg. • To allow participants to think of and recognise the different competences of a leader • Practice presentation skills and public speaking
Focus of Exercise	Medium
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	Flipchart paper markers
Instructions	
<i>Provide below step-by-step instructions of how to conduct the games, exercise, discussion etc.</i>	
1. Facilitators divide participants into groups of 4-5 people (they can use any method to do that, even the simple "1, 2, 3, 4" -assigning a number to each participant. Then participants are grouped according to their numbers) 2. Facilitators give one flipchart paper to each group and ask each group to draw the outline of a person on the flipchart and then write down the competences (knowledge, skills, attitudes) that they think a successful leader should have. Facilitators gives them 10 minutes to do that. 3. After the 10 minutes, facilitators ask the groups to choose a person/or persons to present their finding to the rest of the groups. Every group has 3 minutes to present. 4. Finally the facilitators write a list of all the competences (skills, knowledge, attitudes) that a good leader should develop.	

Exercise Name	Leadership role play
Exercise Number	5
Aims of the Exercise <i>List in bullet points.</i>	• To make use of participants improvisation and theatre skills to "act out" and understand different leadership situations • To support participants to better understand leadership skills

Focus of Exercise	High
Energy of Exercise	Medium
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitator divide participants into 3 groups. 2. Facilitator asks each group to come up with a scenario in which a group is facing a problem and they need to come up with the solution. They have 5 minutes to complete this task. 3. Afterwards, the facilitator gives to each group the characteristics of the leader and the actors in the situation. Participants need to agree on which role each is going to assume. Eg. Group one: The leader is very authoritarian. They always need to have the last word and they think that their opinion should be the “rule”. The leader does not listen to other people’s ideas and always blames other people for any mistakes or misgivings. The other members of the group have other roles: One always supports what the leader is saying. One has great ideas, but feels that they are not heard. One always opposes the leader, but without giving any constructive ideas. and so on... Group two: The leader is very passive (laissez-faire). They do not seem to care very much about the problem and how it is going to be solved, do not respond to suggestions of others, are not really helpful. The rest of the members assume similar roles as Group one. Group three: The leader is practicing democratic leadership. This means that they listen and consider everyone’s opinion. However, at the end of the day, the leader is the one making the final decisions. The rest of the members assume similar roles as Group one.	

4. The groups are asked to prepare to act out the situation that they have chosen during step 2 and act out their roles. During each presentation, the rest of the participants observe and take notes.
5. The facilitators stop the “performance” when the situation becomes resolved, or it is clear that it will not be resolved.
6. After all the groups have presented their situations, the facilitator opens a discussion, asking questions such as:
 - What did you observe during the presentations?
 - What are the pros and cons of each leadership style?
 - Which leadership style contributes to an easier conflict resolution or decision making?
 - What characteristics of a leader were more useful?
 and so on...

Key Terms Used

Provide description

Authoritarian leadership

An authoritarian leader has all the power and makes all the decision-making in himself. They give commands, tasks and responsibilities, as they please, without asking the group for their opinions. Does not listen to what the people have to say and maintains full authority.

The Passive (Laissez-faire) leadership

In passive leadership, leaders tend to avoid responsibilities. They give responsibility for the decision making to members of the groups and do not really take administrative initiatives. They do not give clear directions, rather than let the group figure out themselves what needs to be done and deal with the issues.

The Democratic/participative leadership

In democratic or participative leadership the leader still makes the final decisions, but involved more the group in the decision making process. The leaders listens to everyone’s opinion and takes it into account. It can be very motivating for the team, but, if there are any disagreements, it can also mean that it will take longer time to reach a consensus.

Exercise Name	Animal stretching
Exercise Number	6
Aims of the Exercise <i>List in bullet points.</i>	• To allow participants to stretch and cool down
Focus of Exercise	High
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Facilitators ask participants to spread in the room, making sure that they have enough space between them. 2. Facilitators ask participants to close their eyes and imagine an animal. 3. Participants need to try to move as that animal, trying to stretch their limbs as much as possible. If they want, they can change animals during the exercise. 4. After 4-5 minutes, facilitators ask participants to slowly and calmly come to a stop.	

Exercise Name	Reflection and Feedback
Exercise Number	
Aims of the Exercise	• To provide an opportunity for participants to share their thoughts and feelings regarding the lesson and how they experienced it
Focus of Exercise	Low to high
Energy of Exercise	Low
Materials Used <i>List materials used. If no materials required, state 'None'</i>	None
Instructions	
1. Participants sit in a circle.	

2. Facilitator begins the reflection and feedback by making a re-cap of everything that took place during this workshop
3. Facilitator asks participants if they feel OK and then goes on to the reflection questions:
 1. *What did you enjoy most about the workshop?*
 2. *What did you learn from the workshop?*
 3. *How did you feel during the exercises?*
 4. *Is there anything that could be improved and how?*

Equality Ambassadors - Code of Ethics

Anyone who agrees to work with youth and conduct workshops with and by youth, must agree on and adhere to certain principles. The Equality Ambassadors code of ethics is a set of principles necessary for the good cooperation and trust between youth workers and young people and contribute greatly to the final results and learning outcomes of each project or workshop. The main role of any youth worker, facilitator of workshops for and with young people, as well as youth acting as Equality Ambassadors is to support participants and give them the necessary incentives to learn and develop their skills. This code of ethics lists the principles and values to be followed in this process.

1. Priority and Integrity

There is a duty of care to young people. In youth work, the focus is on young people and the relationships that develop with them. Having this as a priority, youth workers, facilitators and equality ambassadors will respect the strengths and diversity of roles and will value and respect differences in others' approaches. Youth workers, facilitators and equality ambassadors should also demonstrate honesty, fairness, and sound ethical behaviour in all project activities, as well as personal integrity in all dealings with others. In case of conflicts, their behaviour should contribute to the resolution of the issue by not causing harm, by taking decisions objectively, by respecting all sides and, at the end, by sponsoring a calm environment.

2. Empowerment

A youth worker, facilitator, or equality ambassador seeks to enhance young people's personal and social development. To motivate young people, it is vital to have open and clear relations with each other. Youth workers, facilitators and equality ambassadors should make sure that the young people are always involved in the project, where planned and appropriate, and in compliance with the project activities, without being obligated or forced to do so. Their goal is to empower young people and support their participation and involvement in the society; support them to make decisions and to pursue their choices; support their feeling of independency and show them the way to go there when the time is right.

3. Boundaries and professionalism

The relationships between youth workers, facilitators, equality ambassadors and young people need to stay within professional boundaries all the time in order to protect the young person and the work that is being done. Youth workers, facilitators, and equality ambassadors must maintain some limits and work as professionals with high standards, especially as far as it concerns respecting the personal space and boundaries of the young people. They should also have knowledge of group processes, mechanisms, and principles in order to create correctly those boundaries and easily maintain them.

4. Knowledge and Competency

Youth workers, facilitators, and equality ambassadors have the responsibility to have the necessary knowledge and skills to work effectively with young people. A life-long learning path is essential in order to develop new competencies and practices. It is wise to keep up to date with the information, resources, knowledge, and practices needed to ensure their good cooperation with young people.

They should try to improve their performance continually and always strive to achieve best possible results.

5. Transparency and accountability

The relationship that is being created must be open and truthful. Youth workers, facilitators, and equality ambassadors have to carry out all project activities in a transparent manner providing access to clear, accurate and up-to-date information. It is vital to be honest and assume responsibility for their actions. Transparency and accountability is extremely important as it sets the basis for an open and trusting relationship with the young people.

6. Confidentiality

Youth workers, facilitators, and equality ambassadors must generate trust and maintain confidentiality. Any information that they receive from the young people should never and in no way be used against them, nor should it be shared with others who may use it against them. Young people need to know that there is confidentiality, and their permission is needed in anything related to their information. For example, permission is necessary in case someone wants to use any of their information or share it with others and they should also know for what purpose that information will be shared. Confidential information should not be disclosed, unless this is necessary to prevent harm, or it is legally required.

7. Non-discrimination and equal treatment

Any partnership must be based on the principles of non-discrimination and equal treatment. There is zero-tolerance towards harassment or discrimination of any kind, based on nationality, gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation. Mutual respect, equitability and dignity are necessary. Diversity should be respected and considered one of the main assets of collaboration.

8. Non-corruption

Youth workers, facilitators, and equality ambassadors will never seek to advance themselves, their organizations, or others – personally, politically, or professionally – at the expense of young people. Part of the non-corruption also concerns the respect and protection of the intellectual property of each other and of others outside the cooperation. None can consider another's work as their own.

9. Duty of Care

Youth workers, facilitators, and equality ambassadors promote the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities. We avoid exposing young people to the likelihood of harm or injury, physical or psychological. This includes implementing safeguarding policies and procedures. They must raise young people's awareness of the power of change in order to avoid crisis situations and making the participants feel unsafe or uncomfortable.

10. Cooperation

Youth workers, facilitators, and equality ambassadors need to know where their work ends. They don't have to take other roles and responsibilities that they are not aware of. The contribution of others needs to be respected and concerned with the welfare and well-being of young people. It is strongly suggested to cooperate with other professionals that will work in partnership to secure the best outcomes for young people.

11. Self-awareness

Youth workers, facilitators, and equality ambassadors must maintain consciousness of their own values, beliefs and interests, and approach differences in those with whom they work with respect. In any case, they should avoid making hasty judgements and be conscious of their own standpoint.

Information on Self-Evaluation and Self-Reflection

As part of the Equality Ambassadors Training Programme, self-evaluation and self-reflection is encouraged after every lesson.

The aim of the reflection sessions are to establish a culture of reflection that seeks value in process. Facilitators can use questions to encourage self-evaluation, such as:

- Can we articulate what it is about a particular approach that makes it useful?
- How does it work upon or through the participants?
- Can we arrive upon any guidelines for leaders to take away?

Reflections Throughout the Day

Facilitators can ask the participants to consider throughout the day, how instructions are given, the positioning/scaffolding of exercises within a workshop and ways of encouraging participants and giving feedback within a workshop.

Participant Reflective Practise

For this exercise, each participant is provided with a notebook and pen. It is extremely useful for a workshop participant to keep a reflective practice log or diary during the course of the training, for the scribbling of thoughts or key exchanges that occur along the way. It is also useful for them to think about further ideas and strategies and to articulate that thought in private contemplation. Everything that happens during the training can be seen as 'grist for the mill', and it is helpful to have a ready-to-hand tool for the pursuit and extension of thought and practice.

Final Reflection Session

At the end of the training, the facilitator may choose to hold a final group discussion session on 'learning gained'. Questions for the Final Reflection session might include:

- What moment – in practice, discussion or even outside the formal workshop activities – stands out in your mind from the lessons? Try to articulate why that might be and go on to consider how it can add to your toolbox as an Equality Ambassador.
- Think of something someone said over the course of the workshop, which has stayed with you. This need not be some grand statement about life, theatre or society, but could also be a passing comment or observation made on the sidelines. It may even be a comment or opinion with which you do not agree. Take the time to consider the statement or exchange further, why it has stayed with you, and what further value may be derived from it.

- Think of three (more or less) games, exercises or improvisations that intrigued or excited you and reflect upon why that might have been (possibly for different reasons). Think further about how recognition of their potency can supply guidance for the way you select, teach and use your material.
- Think of three (more or less) games, exercises or improvisations to which you may have felt less of an affinity (possibly for different reasons). Think about what may have contributed to these responses, and whether you could imagine adjustments that might have disposed you more favourably towards them.
- What further thoughts have you had during the course of the week, regarding your work as an Equality Ambassador?

A Note on Discussion

In terms of the language used in discussion after a game, exercise or improvisation, take particular care in guiding participants away from evaluative binaries, like 'success' and 'failure', 'right' and 'wrong', a default gauge that is all too prevalent in today's corporate-happy culture. Perpetual focus on such evaluative axes is anti-creative in that it treats every event as a result in itself, rather than a far more useful step in a process.

Begin group reflections on work just done or viewed with questions like, 'What can we take from that, and why?' or 'Is there a way to make this clearer or poignant or striking?'

Especially in an improvisational context, participants should not feel like a choice they make in the heat of the moment is part of a performance to be picked apart. It is simply what happened then, and could have been any number of other things. The springboard for thought is the most important element.

Resources

Websites

[Charter on Education for Democratic Citizenship and Human Rights Education](#)

https://www.researchgate.net/publication/325348402_Co-creating_democracy_Conceptualizing_co-creative_media_to_facilitate_democratic_engagement_in_society

www.smashingtimes.ie

www.dahteatarcentar.com

www.ngokane.org

www.ypgd.org

Lectures

Why Theatre is essential to democracy by Oskar Eustis

https://www.ted.com/talks/oskar_eustis_why_theater_is_essential_to_democracy?language=en#t-515693

In Conversation: Theatre, Hope and Democracy

<https://www.youtube.com/watch?v=h6MgZnddazo>

Literature

Balta, J. and Dragičević Šešić, M. (2017) Cultural rights and their contribution to sustainable development: implications for cultural policy, *International Journal of Cultural Policy* Vol. 23, No. 2 issue, London and New York: Routledge, p. 159–173.

Boal, A. (1992). Games for actors and non-actors. London, Routledge.

Herrington, R., 2016. Monitoring and Evaluation of Participatory Theatre for Change. Search for Common Ground.

Rucki, J.D. and Rice, T. (2012). The individual in musical ethnography. *Ethnomusicology*, 56(2), pp.299-327.

Slachmuislder, L., 2012. Participatory Theatre for Conflict Transformation. Training Manual. Search for Common Ground.

<https://www.scribd.com/document/134842756/Participatory-Theatre-for-Conflict-Transformation-Training-Manual-Search-for-Common-Ground>

UNESCO (2018) *Reshaping Cultural Policy 2018*, Paris: UNESCO.

Films

You Matter (2021) Directed by Mary Moynihan. Available at: YouTube (Accessed: 1 June 2022).