

PartART Handbook

**PARTICIPATORY ART METHODS AS
ENCOURAGEMENT FOR
ACTING IN REAL LIFE**

More than thirty exercises to help non-formal educators
put participatory art methods into practise

Part-art.net

Find your new participatory art techniques





This handbook is the result of PartArt: a project exploring participatory art methods as a means of encouraging action in real life. Six organisations from six European countries shared their methods and best practices with each other, then combined them to develop new techniques and exercises to help non-formal educators, social workers, and teachers create active citizens. With this handbook, we hope to share with you existing exercises, as well as some new ones developed by PartArt.

Carola Ståhl, Loesje e.V.

Kaja Cunk, PiNA, Association for Culture and Education

Marco Fiorito, Stranaidea S.C.S. Impresa Sociale Onlus

Ivana Marijancic, Croatian Centre for Drama Education

Manuel Araujo Montero, OMIX Ribadavia

Doeko Pinxt, Peer Producties

PartART was funded by the European Commission programme Grundtvig – Program for Lifelong Learning.



**Education and Culture
Lifelong learning programme
GRUNDTVIG**



TABLE OF CONTENT

1. PartART SHARES IT'S RESULTS

To create active citizens who possess the civic competency to participate in debates and to argue their views, and who are able to work with others to fight for social change.

2. PartART PARTICIPATORY ART METHODS

Participatory art has proven to be an excellent source of innovative, non-formal educational methods to best empower citizens. Three of these methods are presented here, acknowledged, and used worldwide to encourage people to take action in real life.

2.1 Social-changing multimedia

2.2 Theater of the Oppressed

2.3 Loesje creative text writing

3. PartART EXERCISES IN PARTICIPATORY ART

Positive aspects of participatory art include dialogue building based on respect, mutual understanding, idea confrontation, and counter-argumentation. By sharing experiences and ideas with each other, PartART has resulted in new techniques of participatory art.

3.1. Defending the roles

3.2. News act

3.3. Act process analysis

3.4. Information mining

3.5. 1 minute it-affects-me video

3.6. Which superpowers make the hero?

3.7. Newspaper photoshoot

3.8. News double check

3.9. Positive photo

3.10. Defend the call

3.11. Your story, my story

3.12. Object poetry

3.13. Cage debating

3.14. Letter to the editor

3.15. Text photography

3.16. Exaggerated prejudices

3.17. Social media Loesje text writing

3.18. 1-minute of you

3.19. Discover

3.20. What do you want

3.21. The wind is blowing for those who...

3.22. Improve

3.23. Getting to know the city

3.24. Image theatre

3.25. Team writing

3.26. Outside assignment; following the signs

3.27. Warm-up

3.28. Look up look down

3.29. Worst to best

3.30. My grandma always said...

3.31. Paper shift

3.32. The clock appointments

3.33. The bridge ... from A to B

3.34. *The postcard*

3.35. *The theme*

3.36. *Media activity:
scatta attiva-mente*

4. PartART WHO WE ARE

We want citizens to be more than mere spectators to the actions of decision-makers in their societies – even when the actions taken by those decision-makers are right. We want citizens to contribute their opinions, discuss issues, and offer counter-arguments because we want them to share the responsibility for what decision-makers do.

4.1 *Croatian Centre for Drama
Education – Croatia*

4.2 *Loesje – Germany*

4.3 *OMIX Ribadavia – Spain*

4.4 *Peer Producties – the Netherlands*

4.5 *PiNA, Association for Culture and
Education – Slovenia*

4.6 *Stranaidea S.C.S.Impresa Sociale
Onlus – Italy*

5. PartART THE NEXT STEP

The next step of PartART is for you to make – having discovered this handbook. Please read it, use it, pass it on, and share your experiences and new techniques with others!





PartART SHARES ITS RESULTS

Participatory art has proven to be an excellent source of innovative, non-formal educational methods to empower citizens to create change. We want citizens to be more than mere spectators to the actions of decision-makers – even when the actions taken by those decision-makers are right. We want citizens to give their opinions, discuss issues and offer counter-arguments, because we want them to share the responsibility for what decision-makers do.

Active citizens

In the past, citizenship was understood as the status of individuals in society and the relationship of that status to the state. Today, the understanding has grown into a more all encompassing concept, which includes formal and informal, political, cultural, and interpersonal relationships.

This new concept requires active citizens who possess the ability to participate in debates and argue their views accordingly. Citizens able to join together to fight for social change and the establishment of active solidarity and the extending of rights. Non-formal education is all about empowering individuals to develop skills for just this purpose. The methods we use to this end are participatory art methods.

Civic competences

Participatory art methods can be useful tools for developing civic competency, which is required for citizens to be able to take an active role in society. Civic competencies stimulated in PartART were:

- To take part in discussions; consciousness of current issues; to be able to take and evaluate a position or decision
- To resolve conflicts in a peaceful way
- To have media skills to look, choose and 'use the buttons'
- Ability to interpret media messages (interests and value systems that are involved, etc.)
- To be capable of critical handling of information and information technology
- To use media in an active way; not as a consumer, but as a producer of media content
- To have language competence in reading and writing
- To be able to present ideas in both verbal and/or written form
- To know how to vote; to monitor and influence policies and decisions
- To cooperate and interact with others
- To have respect for and tolerance towards differences
- To be creative and innovative

NEWS

**CHANNEL
FRUSTRATION**

INTO ACTION

Loesje

Best practices in participatory art

Participatory art methods as encouragement for acting in real life (PartART) is the name of a project coordinated by six organisations in the field of participatory art and non-formal education: the Croatian Centre for Drama Education (Croatia), Loesje (Germany), OMIX Ribadavia (Spain), Peer Producties (the Netherlands), PiNA Association for Culture and Education (Slovenia), and Stranaidea S.C.S. Impresa Sociale Onlus (Italy).

We came together to form a so called Learning Partnership for several training sessions, sharing our methods and best practices in participatory art with each other and combining them to develop new techniques and exercises. Each partner organised a local training session with the newly acquired methods and shared new techniques of participatory art with their communities. The result is contained in this handbook and on our new web portal part-art.net.

With these methods, we hope to sow more seeds of creative social change.



Loesje





PartART PARTICIPATORY ART METHODS

Participatory art is an approach to making art in which the audience is engaged directly in the creative process, allowing them to become co-authors, editors, and more than merely observers of the work. In the field of non-formal education, participatory art has proven to be an excellent source of bottom-up, innovative methods for the empowerment of individuals in society.

Some of the positive aspects of participatory art include dialogue building based on respect, mutual understanding, idea confrontation, and counter-argumentation.

New techniques

In this handbook we focus on three participatory art methods that are acknowledged and used worldwide to encourage people to take action in real life: Loesje creative text writing, the “Theater of the Oppressed”, and social-changing multimedia. By sharing experiences and ideas, PartART has resulted in new techniques of participatory art based on these proven methods being developed.

2.1. SOCIAL-CHANGING MULTIMEDIA

Multimedia can be used as tools for social change and become methods of social-changing multimedia. The multimedia are used as a starting point for processes that require collaboration, task division, mutual aid, finding areas for compromise, and implementation of ideas.

Social-changing multimedia encourage people to work together, present and explain their ideas, and finally create a common visual product, expressing their views and standing up for them. The methods are widely used, having already been implemented in a diverse range of settings, such as in social centres and schools. They have been used with unemployed youth, prisoners, learners with special educational needs, as well as many others.

Explore and reflect

In multimedia all other art forms (video, motion picture, sound, image, text, music, etc.) come together, which means the range of creative expression is vast. In social-changing multimedia, different tools are used to explore a specific topic, critically reflect on it, and find common understanding of issues within the group. From different positions in the production of a social multimedia creation (script writing, being behind and in front of the camera, interacting with strangers and each other, editing, among others) the participants come together and have to collaborate and overcome any differences of opinion that may impede their working together. The media also form tools for

the participants to express what they have learned.

To work with multimedia in a group, the participants need to have experience with and be comfortable with one or more media tools. Otherwise, one should add a training course in usage of the media to the program.

Example: hidden cameras

An example of working with social-changing multimedia is given by the Association for Culture and Education PiNA. While working with young people on the topic “Youth activism in the local community” the participants were divided in groups, which had to identify a specific issue affecting their local community. Afterwards, they set up hidden cameras in certain locations and observed how young people reacted to those issues.

Those who were filmed were confronted by the film maker afterwards and, if they gave their permission, had their photos published and were interviewed. All the material gathered was then presented at open local events and shared on social media.

Use the following hyperlinks to see some examples of how the Association for Culture and Education PiNA has used social-changing media in the past:

<https://www.youtube.com/watch?v=107UM-IEDfCc>

<https://www.youtube.com/watch?v=6BxkjUs-7mQE>

<https://www.youtube.com/watch?v=sDU-9oTnSS2s>

<https://www.youtube.com/watch?v=sYY-FRv-GIY8>



2.2. THEATER OF THE OPPRESSED

In Theater of the Oppressed interactive techniques are used in the context of theater to promote social and political change. In this theater the audience is actively involved. They become 'spect-actors' who explore, show, analyse, and transform the reality in which they are living.

Theater of the Oppressed entails theatrical forms that the Brazilian theater practitioner Augusto Boal first elaborated upon in the 1960s. The different theatrical forms each use a different process to achieve a unique result. Theater of the Oppressed is – as the name states – used to investigate situations in which people are denied their basic rights, personally and collectively. The interactive plays are inspired by real-life struggles for human rights. The method is used by teachers, students, artists, social workers, psychotherapists, NGOs, as well as many others.

Game of dialogue

The basis is the 'game of dialogue': all involved play and learn together. That goes for the actors and the spectators, who then become 'spect-actors'. Next to that a facilitator takes responsibility for the logistics of the process and ensures a fair proceeding. In most cases the facilitator would be someone experienced in leading drama workshops.

The spect-actors both observe and create dramatic meaning and action in the performance. They engage in theatrical brainstorming. The scenes ask questions of the audience, and the audience becomes involved by taking on the role of the protagonist to offer alternatives to the problems on stage. These interactive forums demand solidarity from the actors and spect-actors, while the creativity challenges systems of oppression.

Examples: Forum Theater and Newspaper Theater

The different theatrical forms of Theater of the Oppressed comprise among others the Forum Theater, in which actors (either professionals or amateurs drawn from the group present) perform a play with a scripted core, in which an oppression relevant to the audience is played out. After reaching the scripted conclusion, in which the oppressed characters fail to overcome their oppression, the actors begin the production again, often in a condensed form. At any point from this point on in the performance any spect-actor is allowed to interrupt, call out 'stop!' and take the place of the actor portraying the oppressed individual. If and when the oppression has been challenged and defeated by the spect-actors, the production changes again: the spect-actors now have the opportunity to replace the oppressors, and find new ways of challenging the oppressed character.

The whole process is designed to be dialectic, coming to a conclusion through the consideration of opposing arguments, rather than didactic, in which the moral argument is one-sided and pushed without chance of reply or counter-argument. Forum Theater evokes a desire in people to be proactive, since they feel far more prepared and confident in resolving conflicts in real life.

Another example of Theater of the Oppressed is Newspaper Theater, a system of techniques devised to give the audience a means of transforming daily news stories to theatrical scenes with the specific goal of dealing with local problems

For more detailed instructions on different forms of Theater of the Oppressed, see the following links:

theatreoftheoppressed.org/en/index.php?useFlash=0

headlinestheatre.com

cardboardcitizens.org.uk

dramradionice.wix.com/kreativan-tren-ing#!about/cmsv



2.3. LOESJE CREATIVE TEXT WRITING

Loesje creative text writing is a poster-creation process that involves using inspiring observations of the world, humour that triggers thinking, reflection, and reaction, as well as a sharing of opinions in a public space. This is achieved using positive and progressive short texts that “tickle the mind”; make people smile, criticise without judging or being moralistic, challenge people to think about a topic and preferably allow people a new way of looking at something they had previously taken for granted.

Loesje – a Dutch girl’s name – started life as a youth-activist, grass-roots movement, but today Loesje techniques are widely used in schools, companies, care homes, and social centres worldwide. The girl signs the posters, but her persona is made up of the whole world-wide collective of people wishing to change the world with creativity and posters.

Creative group process

The creative text writing activity is a creative group process of coming up with short one-liners. The method consists of a series of steps to create an open atmosphere in the group and lead the participants in a creative flow. The basis is a continuous passing on of the writings so that the participants can react on and offer follow-up ideas on the thoughts of fellow participants.

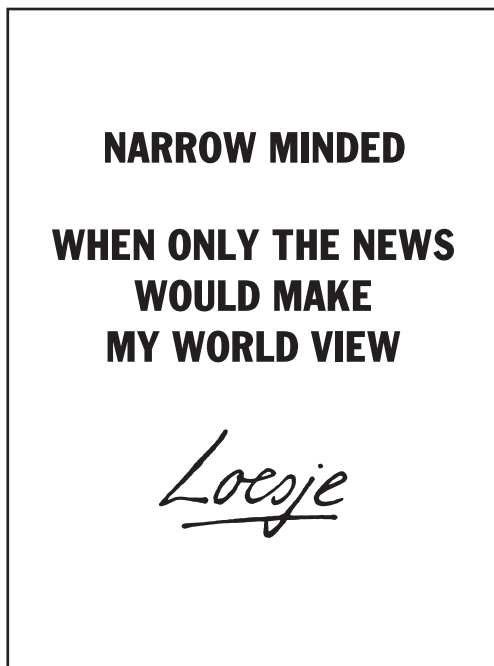
The steps in the process include:

- Introduction of all participants; a small exercise to get to know each other
- A warming-up phase with creative text writing exercises to inspire, relax and get everyone in the mood for writing.

- Collating topics to write about. For example, they can be topics that participants feel strongly about, are in the news, or those that touch their personal lives. Each topic is placed at the top of one sheet of paper.
- A further exercise gives participants insight into writing techniques, in particular the ability to view a topic from various perspectives: making associations, contradictions, exaggerations, suggestions, turnarounds, and also to ask questions.
- Writing the texts by passing around the topics and creating one-liners on the papers. This is a group process of formulating thoughts and opinions together. It is important to stimulate creativity by avoiding where possible criticism of others’ writings. If one doesn’t agree with what someone has written, their own opinion can be written next to it.
- At the end of the process a selection is being made of the best texts. Participants pass the papers round once more while circling the texts they like. In the end, the most popular texts are recognizable by the number of circles.
- The best texts are read out loud share what the group has created.

The best and most expressive texts, that fit the profile of the girl ‘Loesje’, are selected in discussion sessions called Final Editing. Finally, they are printed onto posters and signed by her – so that the collective of actual writers remains anonymous.

Example: 'Narrow minded / when only the news would make my world view'



Loesje creative text writing sessions engage people in society and empower them to express themselves as active citizens to find solutions and ways towards mutual understanding. One example is the 2013 project Loesje crosses the Mediterranean, where young people from Palestine, Israel, Egypt, Slovenia, Scotland, and Germany were brought together to write and discuss. They were all trained to write and create posters and held several workshops in their own local communities back home afterwards. The Loesje Handbook was translated into the languages of the participating groups (Arabic, Hebrew, Slovene and German) and a documentary about their journey was created which you can find here:

<https://www.youtube.com/watch?v=2wY3o-l0B78s&feature=youtu.be>

For detailed instructions on the Loesje creative text writing see the Loesje Handbook on loesje.org/handbook

EXERCISES IN PARTICIPATORY ART

In PartART the experiences and ideas that the partner organisations had on participatory art were shared. New techniques of participatory art were created, which we share with you here below. More of them can be found on part-art.net – categorized and easily searchable.

We also invite you to share your own methods at part-art.net as well, so more people can benefit from your participatory art methods.





EXERCISES

E1:

DEFENDING THE ROLES

Short Description: Participants will be encouraged to defend a position they do not agree with or have not considered before. The group can then identify the best argument for the position they are defending through each individual's input.

Aim: To encourage defending personal opinions by arguing constructively

Duration: 30 mins

Individual/Pairs/Group: Group

Supplies: Audio/video clip or image (pictures, art works, ...)

Hint: If you would like to better prepare the participants for the activity, you can start by randomly dividing the participants into two groups. Participants then form two lines facing each other. Stand between the first two group members and ask them to start defending their position. After some time, say 'next' and the two participants go to the end of their respective lines. The following two participants continue the defence. Finish when all have defended their position.

Acquired Skills:

- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- Ability to present ideas verbally and/or in written form
- Respect for and tolerance of differences

Description:

Prepare in advance the audio/video clip or image that presents a conflict situation (citizens versus authority, students versus teacher, parent versus child etc.)

Start the activity with a question for the participants: "What is the conflict situation in the audio/video clip/image?" Once participants have explained the conflict, you then summarize it and explain to the participants that they will be defending one character or the other. Randomly divide them into two groups. Explain to the participants that one group shall now defend a position in a conflict situation, and the other will oppose them.

The rules of confrontation are as follows: Both groups formulate a strong argument for their position and the reasons that make this argument strong. The groups then choose one group member to represent the whole group. Both representatives then face one another and members of each group sit behind their representative. The representatives start to debate and the other group members listen.

When a group finds that their arguments are not strong enough, they formulate new, stronger arguments, and another team member taps the representative on the shoulder and switches places with them. When you feel that the activity is over, stop the debate and reflect on how well it went with all the participants.



E2: NEWS ACT

Short Description: Critical reflection on a specific conflict situation and identifying a specific action one individual can do to contribute to resolving the conflict peacefully.

Aim: To connect visual images with the concept of active citizenship and reflect on personal contributions to wider events

Duration: 25 mins

Individual/Pairs/Group: Groups of 4/5

Supplies: Pens and papers, news clips

Hint: Prepare twice as many articles as the number of groups. You can also use magazines or newspaper material if you find it to be appropriate for the exercise.

Acquired Skills:

- To look, choose and “use the buttons”
- To be capable of handling information and information technology critically
- To be able to present ideas verbally and/or in written form
- To cooperate and interact with others

Description:

Show different news clips and make short pause between them so that the participants can separate them. Ask participants to form a group based on their interest in working with a specific image. When groups are formed, they will need to think and agree on how an active citizen would act in this situation.

Each group must present their findings to the other groups. Initiate a discussion on what those presenting could and would do in this situation.

E3: ACT PROCESS ANALYSIS

Short Description: Analysing in small groups a problem-solving situation, then identifying the steps taken that led to the solution.

Aim: To be able to analyze final results based on the steps taken to reach them

Duration: 30 min

Individual/Pairs/Group: Groups of 4 to 6 people

Supplies: Pens, papers, short film

Aquired skills:

- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- Ability to interpret media messages (interests and value systems that are involved etc.)
- To be able to present ideas aurally and/or in written form
- To cooperate and interact with others

Description:

Prepare a short film, music video or animated film in advance that includes a concrete problem being solved. Participants are then asked to draw a process of steps that led to the film/video's end result. They should think about the actions of the main protagonists, both in terms of their individual efforts and the efforts of the group.

After the groups have finished, let them all present their findings. After the presentations are complete, start a discussion about possible alternative steps that could have been taken, the social/political barriers that hindered them, and who could help to achieve the end result sooner.

E4:

INFORMATION MINING

Short Description: Identifying the source of the information participants possess.

Aim: To stimulate participants to think about the information they possess and where they accessed that information

Duration: 20 min

Individual/Pairs/Group: Group

Supplies: Topical newspaper headlines

Hint: You can do exercise individually by playing short clips from the news. After each clip, ask the participants to write down that they know about the topic. Then, in second phase, ask participants to consider, for each thing they wrote down information source (parents, newspapers, web, ...). Compare if miss-information appear the sources and its credibility.

Acquired Skills:

- To develop the ability to look, choose and “use the buttons” of the media
- To be capable of handling information and information technology critically

Description:

In advance, prepare as many actual newspaper headlines as there are participants. Post each title at the top of a page of A4 paper. Have the participants sit at a round table and explain that they will have 15 seconds to write what they know about the headline in the form of key words or sentences. After 15 seconds you clap or say “Switch”, and then they have to pass their paper to the person on their right.

Collect all the papers, choose two at random and read what is written. Ask all the participants where they got this information from (did they read it, hear about it on the news, find out about it, hear friend and family discussing it etc.?)



E5: 1 MINUTE IT- AFFECTS-ME VIDEO

Short Description: Creation in pairs of 1-minute videos from already existing media material

Aim: To use existing media material as a trigger for reflection about the extent to which decisions made influence participants' everyday lives

Duration: 45 min

Individual/Pairs/Group: Pairs

Supplies: A weekly archive of news clips

Hint: If you do not have video editing software, collect local topical newspapers and magazines and give participants the task of creating a poster using a collage of titles, sentences and images.

Acquired skills:

- To develop the ability to look, choose and "use the buttons" of the media
- Ability to interpret media messages (interests and value systems that are involved etc.)
- To use media in an active way (not as a consumer, but as a creator of media content)
- To cooperate and interact with others
- To be creative and innovative

Description:

Upload a weekly archive of news clips to a video editing timeline before the activity starts. Start the activity by watching all the clips through with the participants. Invite them in pairs to create a 1-minute video using a montage of headlines and footage. The video should present the decisions, situations, events, solutions and initiatives that affect the everyday lives of the pairs.

If there is time, watch all the videos with the participants and start a short discussion about the selected material.



E6:

WHICH SUPERPOWERS MAKE THE HERO?

Short Description: In groups reusing headlines and phrases in order to define who is a hero and its relationship to being an active citizen

Aim: To encourage thinking about the concept of active citizenship and the characteristics of an active citizen

Duration: 45 minutes

Individual/Pairs/Group: Groups of 4 to 6 people, newspapers and magazines

Supplies: Strong tape to affix paper

Hint: You can work with video techniques such as stop motion if you want to capture the process of becoming a hero.

Acquired Skills:

- To be able to present your ideas in verbal and/or written form
- To cooperate and interact with others
- To be creative and innovative

Description:

Start the activity by asking the participants about their heroes. Encourage a discussion by asking questions such as “What should a hero be like?” or “What does it take to become a hero (personal values etc.)”? Bring the discussion to a close and explain to the participants that they will be creating heroes in groups. Decide in advance if you want the groups to be formed at random.

The heroes will be created by selecting heroic characteristics from newspapers or magazines (headlines, words, images, slogans etc.). Place different articles or magazines and newspapers in the middle of the space and invite the groups to dive into the material.

Explain to the groups that the end result should be the image of a hero, so they must decide how they will present them (whether they will write the characteristics of one person or more on the poster; where they will draw the person; whether they will post it onto one group member or more and take a photograph).

Finish the activity with the picture display and discuss the possible common characteristics and values of a hero and an active citizen.





E7: NEWSPAPER PHOTOSHOOT

Short Description: Conflict solving and social action re-thinking in groups through theatre techniques

Aim: To encourage participants to think of ways already executed actions could have been done better

Duration: 40 min

Individual/Pairs/Group: Groups of 4 - 6 people

Supplies: Photos from newspaper articles

Hint: If you have enough time, ask participants to finish the exercise by writing an article with the newly created photo. Place the original article and the new one side by side and make an exhibition out of created work.

Acquired Skills:

- To resolve conflicts in a peaceful way
- Ability to interpret media messages (interests and value systems that are involved etc.)
- To use media in an active way (not as a consumer, but as a producer of media content)
- To have language competence, reading and writing
- To cooperate and interact with others
- To be creative and innovative

Description:

Find photos from newspaper articles that are related to the topic you would like to work on and that demonstrate a conflict situation. Give each group one photo or divide them into groups based on the interest in a particular photo and ask the groups to recreate it by forming an image using their bodies (no speaking, no movement).

When all the groups have their image, make an image theatre presentation where all the recreated images are shown. After each image has been shown, ask all the participants how they could improve the cooperation/action in the image (by moving someone to a different position, changing facial expressions, etc.). Remind the groups the image still has to be realistic. Let the person proposing improvements to the image place the “actors” into the correct position and explain why this is better to other members of the group.

The whole group has to decide the best improvement and create a new newspaper photo, showing how to resolve conflict in the most peaceful manner possible.



E8:

NEWS DOUBLE CHECK

Short Description: Creating a radio report in pairs in order to analyse a specific policy or event.

Aim: To foster understanding of the need to have media skills to look, choose and “use the buttons” in order to be able to monitor policies and decisions.

Duration: 30 mins

Individual/Pairs/Group: Pairs

Supplies: One computer per pair, pens, markers, paper (one sheet per pair)

Hint: If you would like to do the exercise but do not have the right equipment, the exercise can be undertaken as a newspaper report with a poster showing the end results.

Acquired Skills:

- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- To have media skills to look, choose and “use the buttons”
- To have language competence, reading and writing
- To know how to vote; to monitor and influence policies and decisions
- To be able to reflect critically, including self-reflection

Description:

Decide in advance on the specific political or topical issue you would like the participants to work on. Have the participants form pairs and present them with the topic they will be working on. All pairs should work on the same topic.

The task of each pair is to search for relevant newspaper or internet articles or television reports and analyze how the issue is reported. Each pair should take notes and create a short (max 1 and a half minute) radio report about the issue. The report should be objective; it has to present the process of the political or topical issue and the information has to be accurate.

After the pairs have finished listen to the reports and start a debate by posing questions such as “Are there some differences in the provision of information, or even contradictions?”, “Was it hard to follow the process of the political or current issue?”, or “Do you believe that sharing information can improve understanding of an issue and help to resolve it?”.

E9: POSITIVE PHOTO

Short Description: In groups taking the photo of common local decision that affects the group members' everyday life

Aim: To encourage participants to look more deeply into local decisions that affect their everyday lives

Duration: 45 min

Individual/Pair/Group: Groups of 3 to 4 people

Supplies: One camera per group

Hint: You can also select a topic on which participants should focus (environment, public transport, school, culture etc.). If you do not have cameras, ask participants to take pictures with their mobile phones.

Acquired Skills:

- To use media in an active way (not as a consumer, but as a producer of media content)
- To cooperate and interact with others
- To be creative and innovative

Description:

Divide the participants at random into groups and explain to them that they must identify a local decision that will affect the everyday lives of all the group's members. The local decision should then be presented through photos.

The approach to the activity is chosen by the teams themselves (they can first discuss the options, choose one and then go take photos of something caused by this decision, or they can re-enact this decision and take a picture of it. Alternatively, they can go out and take more pictures and talk about other possibilities while doing so).

Finish the activity by printing the images and creating a photo exhibition, or showing the photos on a screen.





E10: DEFEND THE CALL

Short Description: Creating “I defend the call” videos in groups, in which positive reasons are presented for a chosen political decision through interviews with locals.

Aim: To motivate participants to start thinking about the perspectives and positions of others

Duration: 90 min

Individual/Pairs/Group: Groups of 4 - 5 people

Supplies: Pens, papers, one camera per group, one microphone per group

Hint: Instead of working on a chosen political decision participants could also choose one school rule or stereotype. They can also use mobile phones instead of cameras.

Acquired Skills:

- To use media in an active way (not as a consumer, but as producer of media content)
- To cooperate and interact with others
- Respect for and tolerance of differences
- To be creative and innovative

Description:

Divide participants into mixed groups based on their interest in filming, journalism and the topic. Explain to participants in their groups that they have to choose one recent political decision (it can be local, national or international). All members of the group must know about this political decision. When all the groups have chosen the decision to look at, explain to them some basic activity rules, such as “Look after each other and the equipment.”, “Ask people for permission before filming them” and “Be aware of the time”.

The task of the group is to create a “I defend the call” video, in which positive reasons are presented for the chosen political decision through interviews with locals. The activity may also end with a presentation of positive reasons for the political decision, or this could be postponed to allow the participants – possibly with the help of experts – the chance to edit the videos. In the latter case, the videos can be presented to the other groups in the form of video presentations.



E11:

YOUR STORY, MY STORY

Short Description: Story telling based on simple objects as an easy way to share personal information with each other.

Aim: To stimulate creative thinking and to express personal stories within a group

Duration: 30 min – 45 min (depending on group size)

Individual/Pairs/Group: Groups of 5 - 15 people

Supplies: Personal object, pens, paper

Hint: ‘Your Story, My Story’ can also be seen as an easy way to share personal information with each other and can be used as an ice-breaking game. It could also be used as a way to reflect on your own assumptions, as by seeing a personal object belonging to someone else people create their own story.

Acquired skills:

- Ability to interpret media messages (interests and value systems that are involved etc.)
- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- To be creative and innovative
- To be able to reflect critically, including self-reflection

Description:

Have a roundtable prepared so that participants can sit at the same table. Everyone will receive a blank sheet of paper. Let the participants take something out of their wallet, pocket or bag and put it right in front of them. Ask the participants to look around and to write down the object that appeals most to them. Ask them to write down the story behind the object, using their imagination. What tale does the story tell?

All participants have 10 minutes to write down the story behind the object. After 10 minutes the participants will read aloud in front of the group the story behind the object. Each person to whom the object belongs then explains in short what the object means to them.

E12: OBJECT POETRY

Short Description: Poem writing from the perspective of an object.

Aim: To stimulate creative thinking and to encourage participants to look at things from a different perspective.

Duration: 30 min – 45 min

Individual/Pairs/Group: Individual and group

Supplies: Personal object, pens, paper. Tape or glue.

Hint: The poem can be written on a poster and be placed on the object. It could be a nice surprise in the city center, with objects expressing themselves.

Acquired Skills:

- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- To be creative and innovative

Description:

Have a roundtable prepared so that participants can sit at the same table. Everyone will receive a blank sheet of paper. They then note down a feeling/mood and pass the paper to their neighbour; they then note down a dream and then again pass the paper to their neighbour.

The participants are asked to look around them, to walk outside (dependent on the venue) for 5 minutes and search for an object that they find inspirational. They go back inside to the table, write down the object on the paper and get the assignment to write down a poem from the point of view of the object. For this task they have 10 minutes. The object becomes alive and describes its feelings and the dream 'it' has had. The participants will go to their object with the whole group and will read out aloud in front of the group the object-poem.





E13:

CAGE DEBATING

Short Description: Argumentation of positions without becoming speechless.

Aim: To learn how to argue constructively and to debate, as well as how to better understand people who have a different opinion.

Duration: from 5 minutes to 45 minutes

Individual/Pairs/Group: Group

Supplies: A self created venue / cage

Hint: It can be used as debating training or media training for young people so that they can easier express their opinion and can be more convincing towards the media.

Acquired Skills:

- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- To be capable of handling information and information technology critically
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- Respect for and tolerance of differences
- To be creative and innovative
- To be able to reflect critically, including self-reflection

Description:

In a self created venue / cage two people are standing and will have a debate with each other. The debate can be about any topic e.g LGBT rights. One person has to be for LGBT right and the other will argue against them, regardless of their actual opinion on the subject. A judge will decide who has which opinion. The two people will begin to debate and based on arguments formed by the 'for' position they will have a discussion. The judge gives time to each participant to express their opinion. The moment one person is speechless the other person automatically wins the debate and a new person will enter the cage and they start debating about a new topic. If no one is speechless after 3 minutes the judges or the audience will decide who's the winner.



E14:

LETTER TO THE EDITOR

Short Description: Write a short letter (150 words max.) to a newspaper editor.

Aim: To learn how to form and express an opinion and to understand that it is possible to influence the media as well as ways this can be achieved.

Duration: 45 minutes

Individual/Pairs/Group: Group

Supplies: Pen, paper, newspaper, internet, list of writing techniques

Hint: To prepare the group you can do an additional writing exercise, letting the participants exercise in writing their opinion in one sentence.

Acquired Skills:

- To use media in an active way (not as a consumer, but as a producer of media content)
- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- To be capable of critical handling of information and information technology
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- To be creative and innovative
- To be able to reflect critically, including self-reflection

Description:

Have a roundtable prepared so that participants can sit at the same table. Everyone will receive a blank sheet of paper. Collect in advance newspapers with letters to the editor. Analyze these letters and discuss with the participants for 10 minutes why you think they have been selected to be published by the media? What makes a strong letter to the editor? In general you see that short letters with exaggerated opinions, humour, sharp one-liners, strong emotions and letters with facts are being published. Ask everyone to go through the newspaper (online or offline) and to choose an article with a topic they find important or just fun to write a letter to the editor about. Once the topic is selected, ask the participant to choose a writing form: are they going to write an emotional letter, a letter with strong opinions or maybe a humorous letter? They then have 15 minutes to write a letter with no more than 150 words. After that the participants form groups of two people and are asked to improve their letter based on feedback of a fellow participant. This takes 5 minutes. In the end the participants will read out their letters to the group.



E15: TEXT PHOTOGRAPHY

Short Description: Recycling old Loesje posters in order to create a new one that will be the inspiration for a group photo.

Aim: To learn how to make promotional material using the media of text and photography

Duration: 45 mins

Individual/Pairs/Group: groups of 3 - 5 persons

Supplies: A4 List of Loesje texts, camera, computer and full colour printer

Acquired Skills:

- To use media in an active way (not as a consumer, but as a producer of media content)
- To be capable of handling information and information technology critically
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- To be creative and innovative
- To be able to reflect critically, including self-reflection

Description:

Addressing a topic is more than just saying you find something important. The more original you address a topic, the stronger the message often is. Loesje does that with her texts. The power of Loesje texts lies in their simplicity, by just using plain texts, but sometimes adding images to the texts can enhance the message. During this exercise we will take photos based on Loesje texts and combine the photos and texts to create a new poster. In small groups participants will select one Loesje text from the A4 list with texts on it. They will brainstorm and come up with a photo idea, then they have 20 minutes to take the photos. After 20 minutes they come back to the venue and combine the photo with text. The posters will then be printed out and presented to the group. The group reflects on their work and consider whether the message is stronger than when it was solely a text or if it would be better without the words.



E16:

EXAGGERATED PREJUDICES

Short Description: Exaggerating prejudices until they become ridiculous.

Aim: To be aware of the prejudices we have and showing how ridiculous they are by exaggerating them

Duration: 30 mins

Individual/Pairs/Group: Group

Supplies: Pen and paper

Hint: This exercise is not suitable or needs extra guidance when working with a mixed nationality group with existing tension.

Acquired Skills:

- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- Respect for and tolerance of differences
- To be creative and innovative
- To be able to reflect critically, including self-reflection

Description:

Have a roundtable prepared so that participants can sit at the same table. Everyone will receive a blank sheet of paper. The participants are asked to write down 4 general prejudices about their neighboring country or a minority group in their country. They pass the paper on to their neighbor and the neighbor has to exaggerate the prejudices. The person passes it on to her neighbor and again they need to exaggerate the prejudice. Repeat two more times. In most cases the prejudice will have been exaggerated to the point of silliness after four times and by that point fun rather than offensive. After that we discuss the prejudice and the exaggerations.



E17:

SOCIAL MEDIA LOESJE TEXT WRITING

Short Description: Using social media to discuss relevant topics with people world wide.

Aim: To exchange ideas internationally and to reflect on topics in the world

Duration: ONGOING, any time you want

Individual/Pairs/Group: Individual

Supplies: Mobile phone and or PC with internet; common twitter hashtag (#) for your activity, such as #loesjetwitterwriting; a moderator to collect and process the texts.

Hint: You can also use other social media to write common texts, such as Facebook and see directly the response.

Acquired Skills:

- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- To have media skills to look, choose and “use the buttons”
- To be capable of handling of information and information technology critically
- To use media in an active way (not as a consumer, but as a producer of media content)
- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To know how to vote; to monitor and influence policies and decisions
- To cooperate and interact with others
- To be creative and innovative

Description:

Writing Loesje texts on Twitter worldwide can be easy as all one needs to get going is internet access. You can organize twitter-writing events and follow them by searching for the twitter hashtag (#). A general understanding of Twitter and of Loesje text writing is needed. Texts you like or prefer can be retweeted and in this way making more people curious about #loesjetwitterwriting. The Twitter writing works when it gets continuously promoted and when a larger community is involved. It gives space to start your own topics and to communicate with people world wide. As an individual you can participate.

**IS THE
LIKE-BUTTON**

**ALSO
AVAILABLE**

OFFLINE

Loesje

E18:

1-MINUTE OF YOU

Short Description: One minute presentation about yourself in front of the camera based on 10 minute reflection.

Aim: To reflect on who you are and how you present yourself to the outside world

Duration: 30-45 mins

Individual/Pairs/Group: Groups of 5 - 15

Supplies: Video camera, pens, paper

Acquired Skills:

- Ability to interpret media messages (interests and value systems that are involved etc.)
- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- To be able to reflect critically, including self-reflection

Description:

Have a roundtable prepared so that participants can sit at the same table. Everyone will receive a blank sheet of paper. Let the participants write down their strong points and qualities, how they want other people to see them, what kind of job they do and what kind of skills they need to have for it, and what kind of organization they work for. If people don't have a job they can write down the job they want or an imaginary job. This takes 10 minutes.

Explain to the participants that they will be filmed and that in 1-minute they have to present themselves in front of the camera to customers for the website of their organization. This explanation takes 2 minutes.

The participants have 10 minutes to prepare themselves and after that they will film in different rooms in one take. In the rooms we already set-up the camera's. This takes 5 minutes.

The participants come back and watch the films together and reflect on them with the trainer.





E19: DISCOVER

Short Description: The participants get a letter with several assignments related to finding objects and/or rooms in a building, but can also be a city.

Aim: To stimulate independent thinking and handling of situations, and at the same time discover a new area on their own.

Duration: 45-60 min

Individual/Pairs/Group: Groups of 4 – 8

Supplies: Camera, letter with 5 assignments.

Hint: This exercise can be adjusted to any location and building or city.

Acquired Skills:

- To be able to present ideas in verbal and/or written form
- To use media in an active way (not as a consumer, but as a producer of media content)
- To be creative and innovative

Description:

The participants get a letter containing several assignments. These assignments are related to finding objects and/or rooms in a building, but this can also be done in a town or city: the location depends on what you want the participants to discover. For example, let us take the building of the Centre for the Arts in Nijmegen, which is over 11,000 m² with over 80 rooms and around 300 employees.

Find the storage room of the organization and bring a roll of tape with you. Photograph proof that you have been in the storage room.

Take a photo from the roof-top of the building.

Make a reservation for the “Regentenkamer” for next Tuesday and be sure your trainer receives a confirmation email.

Take a photo of you playing drums.

Find out if one of the employees has their birthday today and show us proof.

E20: WHAT DO YOU WANT

Short Description: The participants have to make a collage using photos and texts that represent their personal aims and the skills they want to work on in the coming year.

Aim: To allow the participants to formulate their personal aims and reflect on why they are taking part.

Duration: 45-60 mins

Individual/Pairs/Group: Individual

Supplies: Magazines, Newspapers, pen and papers, computer with internet and a printer, scissors and glue.

Hint: This exercise can be adjusted to any training program where people have to form their own personal aims.

Acquired Skills:

- To be creative and innovative
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- To be able to reflect critically, including self-reflection

Description:

The participants have to make a collage presentation using photos and texts that represent the personal aims and skills they want to work on in the coming year. There will be newspapers with photos, a variety of inspirational Loesje texts as well as texts from other sources. They will have access to a computer and to a printer. They can search online for photos and texts that relate to them and their personal aims for the coming year. If participants find it difficult, then the trainer will coach them by asking questions that help them to formulate the aims and skills the participants wish to work on. In the end the participant will present the collage and the trainer/s will ask the group what they think the person wishes to achieve and the person will explain how they see it.



E21: THE WIND IS BLOWING FOR THOSE WHO...

Short Description: Finish the sentence “Wind is blowing, wind is blowing for those who...” and try to find an empty seat

Aim: Group energy; getting to know each other; different information about people in the group; finding polarities: starting points for discussion; explore a topic with the group

Duration: 20 mins

Individual/Pairs/Group: Group

Supplies: Chairs

Hint: It can be played with a more specific subject, such as the home city

Acquired Skills:

- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- Respect for and tolerance of differences
- To be creative and innovative

Description:

The group sits in a circle, one person is in the middle and does not have a chair to sit on. The person in the middle says loudly: “The wind is blowing, wind is blowing for those who...” - and finishes the sentence with something s/he wants to find out about people in the group. For example “for those who have a brother or sister” or “for those who like summer more than winter” or “for those who have never been to Paris” or anything that the person is curious about. Then those sitting down start to change places, but only those who fit the sentence, and the others remain where they are. The person in the middle then tries to sit in one of the free spaces.

A variant of the activity can be made specifically for the city in which the training is taking place, for example: The person in the middle says loudly: “The Wind is blowing, wind is blowing in the city for those who...” - for example “for those who have never been on the city’s lake” or “for those who go to shopping centre every day” and so on.



E22: IMPROVE

Short Description: Story telling and acting with the possibility to stop the interpretation during performance and explain how it should be acted.

Aim: Expressing personal stories and seeing personal stories with some distance; getting to know each other and sharing experiences; improvisation skills; accepting and flexibility in acting; therapeutic moment - to see ideal version; get an idea and sense of the city by playing out various situations.

Duration: 40 mins approx.

Individual/Pairs/Group: Groups of 2-3 (one storyteller and one or two actors)

Supplies: N/A

Hint: Here the exercise is demonstrated with a focus on a city, but it can be about anything. Often it works well with personal or family stories.

Acquired Skills:

- Ability to interpret media messages.
- To have language competence.
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- Respect for and tolerance of differences
- To be creative and innovative
- To be able to reflect critically, including self-reflection.

Description:

One person from group tells the story which s/he saw on the streets or remembers as their own experience, something that happened in the city where the workshop is taking place. It should be a story involving one or two people. One or two people are needed to perform the story in front of others. The story telling and acting should run simultaneously. At the moment the person acts out the story in a different way from how it happened in reality, the person telling the story says "stop!" and explains how it should be acted. It should be performed as close to reality as possible.

After narrating and acting the story, the person can tell the same story but as they think it should have happened in an ideal world.





E23:

GETTING TO KNOW THE CITY

Short Description: Outdoor activity involving looking round the city, observing details and looking to see if there might be a story in the observed detail.

Aim: Team work; to explore and observe details; to share observations, story and knowledge, improvisation and imagination

Duration: 60 mins approx.

Individual/Pairs/Group: Groups of 4-5

Supplies: One camera per group

Hint: Choose an area where houses, details, objects really have some stories to tell. One variant could involve a more specific subject, such as – if the district is modern – “windows”, or “find the old and the new together”, and so on.

Acquired Skills:

- Ability to interpret media messages
- To have language competence
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- Respect for and tolerance of differences.
- To be creative and innovative

Description:

In a group of four or five people, go outside of the working space and go in different directions. The task is to take a look around, observing the area and looking to see if there is potentially a story behind something you see. Perhaps some of these details in actual fact have some history and story behind them, but the potential story can also be imaginary too. Choose something and take a photo of it. Return to the working space and talk about the way the group decided what to photograph and the story behind the photo.



E24:

IMAGE THEATER

Short Description: As a follow up to the exercise “Explore the city-area” groups prepare three images and copy them with their bodies.

Aim: Team work, Body expressiveness, recognizing body language, physical and verbal expressions, exploring and observe details, sharing observations, stories and knowledge, improvisation and imagination

Duration: 45 mins approx.

Individual/Pairs/Group: Groups of 4-5

Supplies: 1 photo per group

Hint: Do the exercise “Explore the city-area” first or ask teams in advance to bring their own photos. Before starting ‘Image Theatre’, working groups should not show photos they made to the others.

Acquired Skills:

- Ability to interpret media messages
- To have language competence
- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others
- Respect for and tolerance of differences
- To be creative and innovative
- To be able to reflect critically, including self-reflection

Description:

Each group prepares three images. In the first image they should try to imitate with their bodies the content of the photo they took. In the second and third images they alter the first to show an emotion or story they have in the photo. Other groups watch the images being formed and observe, comment on or try to describe and guess what is in the group’s photo. After the groups have presented their images, they show the original photo to the others.

E25: TEAM WRITING

Short Description: writing a story as a group based on word association.

Aim: To connect previous creative work with writing, To develop creativity in words and writing, Improvisation and imagination

Duration: 45 mins approx. (writing + reading)

Individual/Pairs/Group: Group

Supplies: Paper, pens, colour pencils

Acquired Skills:

- Ability to interpret media messages (interests and value systems that are involved etc.)
- To be capable of handling information and information technology critically
- To use media in an active way (not as a consumer, but as a producer of media content)
- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To be able to reflect critically, including self-reflection

Description:

Write one word at the top of the left hand side of a piece of paper – the title of a photo your group had, or what you would name that photo. Everyone passes the paper to their neighbor. Read the first word and write another word underneath that you associate with that word, then pass the paper on to your neighbour. Continue this until you have about ten or more words in a list, writing the first word to come to mind when you read the word preceding it. Choose two words from the list and circle them, based on your own preference. Underline the last word and pass the paper to your neighbour again. Underline the first word, which shall be the title of the story. Beneath the lower line write the name of the first person who comes to mind when you read the title-word, and pass the paper on. Below the last word (the name of a person) write down an object you saw on the streets and pass the paper on. In two words write down a problematic situation and pass the paper on again. Now write a story in which two of the circled words are mentioned and justified, and in which the person, problematic situation and object all appear, and in which the person uses the object to solve the problem. Everyone then reads their story out loud to the group.





E26:

OUTSIDE ASSIGNMENT - FOLLOWING THE SIGNS

Short Description: Writing mobile instructions to the workshop leader about the path that leads towards the group.

Aim: To connect previous creative work with writing; improving team work skills and cooperation; to develop creativity through words and writing; to explore and observe details; improvisation and imagination skills

Duration: 40 mins approx.

Individual/Pairs/Group: Group

Supplies: A mobile phone

Acquired Skills:

- Ability to interpret media messages (interests and value systems that are involved etc.)
- To use media in an active way (not as a consumer, but as a producer of media content)
- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To be able to reflect critically, including self-reflection

Description:

The whole group goes outside and the leader of the workshop stays in the working space. The group chooses the direction they walk in, and during their walk they must observe details in their surroundings while someone notes down these details in an SMS (mobile phone message). The group then chooses a final destination, such as a cafe, where they will sit and wait for the workshop leader. The workshop leader must get detailed instructions via SMS on how to follow the route and find the group's final position. The group will pay attention to describing details on the streets and the workshop leader should be able to recognize these details and follow them to find the group.



E27: WARM - UP

Short Description: Using a ball of wool and personal items to create a web connecting the participants.

Aim: getting to know each other and breaking the ice

Duration: 15 mins

Individual/Pairs/Group: Group

Supplies: Personal object, wool, chairs

Acquired Skills:

- To be able to present in verbal and/or written manner your ideas

Description:

Everybody sits in a large circle on the floor or on chairs so that everyone can see each other. The participants are asked to choose a personal object that they carry with them. This could be a watch, their underwear, or something in their pocket. Then a ball of wool will be passed from person to person to create a net between all of them. The person holding the ball presents him/herself, shows their object and says why they chose this object to represent them. When all the participants are connected they have to coil up the wool again and each participant tries to repeat the name of the person he is giving the wool to as well as their object.



E28:

LOOK UP LOOK DOWN

Short Description: Using the head to interact and the voice to play with eye contact.

Aim: focussing the group

Duration: 5 mins

Individual/Pairs/Group: Group

Acquired Skills:

- To cooperate and interact with others

Description:

Have the participants stand in a tight circle, shoulder to shoulder. Explain that when the facilitator says “look down”, everyone must look at the ground. And when they say, “Look up” everyone must look up and stare directly at the face of another person. If two people look up and stare at each other, they must scream and then step out of the circle. The other participants who didn’t make eye contact with another person will continue staring until the facilitator says, “Look down” again. Play continues until there are only 2-3 people left in the circle.

E29: WORST TO BEST

Short Description: Something participants do not like becomes likable without lying.

Aim: Introduction to creative writing and the stimulation of the imagination

Duration: 25 mins

Individual/Pairs/Group: Individual

Acquired Skills:

- To have language competence
- To be able to present ideas in verbal and/or written form
- To be able to reflect critically, including self-reflection

Description:

The participants think of something they consider absolutely disgusting or repulsive, something they really do not like (rotten food, dirt, spiders...) Now they should imagine what it is like. What does it look like? What does it smell like? How does it feel when you touch it? Use all the senses and take notes.

When they have done this, they should turn the whole thing around and describe it as if it was something really beautiful BUT without lying about what they are describing. Let everyone read out their nice version of a disgusting thing.



E30: MY GRANDMA ALWAYS SAID...

Short Description: Discovering of the Loesje writing method with advice from grandma.

Aim: Getting to know seven useful techniques to create Loesje posters

Duration: 20 mins

Individual/Pairs/Group: Individual

Supplies: Pen and paper

Hint: find out more about Loesje techniques and methods. All techniques are explained here: loesje.org/handbook

Acquired Skills:

- To have language competence
- To be able to present ideas in verbal and/or written form
- To be able to reflect critically, including self-reflection

Description:

Everybody writes at the top of their sheet of paper "My Grandma always said..." and a piece of advice that came (or could have come) from their grandmother. The workshop leader then presents the different Loesje techniques one after the other and the participants change their phrases according to these techniques to discover their effectiveness. At the end let the group read out their favorite lines of advice.





E31: PAPER SHIFT

Short Description: Writing individual thoughts as a group on a piece of paper with selected phrases circled.

Aim: Developing significant phrases for posters

Duration: 30-40 mins

Individual/Pairs/Group: Group

Supplies: Pen and paper

Acquired Skills:

- To cooperate and interact with others
- Respect for and tolerance of differences
- To be able to reflect critically, including self-reflection

Description:

After the group has a brainstorming session to collect topics they want to write about, write each topic at the center of a sheet of paper. There should be more topics written down than the number of participants. Everyone chooses a topic to start with and writes down sentences or words they associate with the topic. They should remember to use all the techniques they used when they played “My Grandma always said...”. Encourage them to pass the papers to their neighbors every few minutes. Depending on the ideas and how fast the group is working, you can allow the papers to be passed round once or twice, though any more could become tedious.

When the papers are full of contributions, everyone should circle the phrases they like the most on each paper. Later the best ones of these will be edited and then become posters.



E32: THE CLOCK APPOINT- MENTS

Short Description: Forming a group through sessions in pairs.

Aim: knowledge game, helping to form the group

Duration: 20 mins

Individual/Pairs/Group: Group

Supplies: A sheet with the clockface designed for each participant, pens or markers , billboard

Hint: Examples of questions to ask:

When is your birthday?

What is your favourite food?

What is your favourite movie?

What is your favourite song?

Who is your hero?

A place you want to go

If I were an animal would you be ...

What do you enjoy?

What makes you angry?

What makes you sad?

You have / your boyfriend / girlfriend?

What are you afraid of?

Acquired Skills:

- To be able to present ideas in verbal and/or written form
- To cooperate and interact with others

Description:

Each participant has a sheet with a clockface drawn on it and with the number of hours equal to the number of people.

Walking around the room, you have to arrange a date for all the pairs, pinning the meeting place onto the sheet next to the time; you have to give a time to all the participants, once.

When the clockfaces have been completed, the activity leader announces the time and the pair who are to meet at that time go to their meeting place (eg. the corner, the table etc.). The activity leader then communicates the question that the pair should ask each other. Each pair has to have one minute to answer the question and give reasons.

After all the pairs have met in a circle each has 3 minutes to say what they learned about the group through their date (however they cannot say, for example, "I found out that the group is for those who like /do not like ...").

The activity leader can note down their final comments on a board.



E33:

THE BRIDGE ... from A to B

Short Description: Transport people from A to B in the best way possible.

Aim: Group-building, edit group strategies, observation of group dynamics.

Duration: 30 mins

Individual/Pairs/Group: Group

Hint: Take 10 minutes at the end to discuss with the participants their experience, focussing on group work.

Acquired Skills:

- To cooperate and interact with others
- To be creative and innovative

Description:

The group chooses three volunteers to be passengers transported from point A to point B.

To do it you have to follow these three guidelines:

- 1) Use three different modes of transport for each passenger
- 2) Passengers are not allowed to touch the ground with any part of their body
- 3) Members of the group cannot move on if they touch one of the passengers.

The group will have 15 minutes to discuss and decide the three modes of transport and they have 5 minutes for the transportation to take place.



E34: THE POSTCARD

Short Description: Group creativity as an inspiration for personal postcards.

Aim: To create a relaxed atmosphere that helps people to write and be creative

Duration: 20-30 mins

Individual/Pairs/Group: Group

Supplies: Paper, pens, coloured pencils

Acquired Skills:

- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To be creative and innovative.

Description:

Participants are seated round a table. Each gets a pen and a sheet of paper.

Participants write in the top left hand corner the first word that comes to mind, then pass the sheet to the person sitting to their right, who in turn will write underneath the first word another word associated with it. The sheet will be passed to the next person and so on. Each time you should write down a word that comes to mind when you read the last word in the list, until there are no more than ten words or so. Once this is done, each circles on the sheet in front of him the three words they like most, then pass the paper to their neighbour.

Now everyone writes the name of a famous person and passes the paper again, then they write the name of a place, then a problem, then an object in the room, each time passing the paper on.

Once this has been done, they write a postcard message using the words on the sheet they now have in front of them. It should contain the three words circled, the sender is the famous person who is in the place that has been written on the sheet, and the object must be the solution to the problem. The participant can decide on the recipient of the postcard.

As soon as the group has finished writing, get the group to read some of the postcards out loud. If no one wants to start, the leader of the workshop/activity can begin.



E35: THE THEME

Short Description: Loesje text writing on a specific theme.

Aim: Creating posters

Duration: 20-30 mins

Individual/Pairs/Group: Group

Supplies: Paper, pens, coloured pencils

Hint: Avoid choosing topics that are too broad and explain the rules of writing in advance (that it is possible to react to the proposals of others, that it is better to avoid short judgments such as “yes”, “no”, “nonsense”).

Acquired Skills:

- To have language competence, reading and writing
- To be able to present ideas in verbal and/or written form
- To be creative and innovative.
- Respect for and tolerance of differences

Description:

Each participant writes down a topic they find interesting. You will need to have a number of themes equal to the number of participants (better if they are 2 or 3 more than in total).

Start with the activity MY GRANDMA ALWAYS SAID... and create a sentence that grandma would have said in relation to the given topic. After the activity the participants are asked to write down what they want relating to sentences already written, and pass the paper on until everyone has their own sheet in front of them again.

Everyone will choose a colour pencil and will have to re-read all the papers and circle any text they like. In the end the most circled sentences/words will be read aloud and a final list of them will be prepared.



E36:

MEDIA ACTIVITY Scatta Attiva-mente

Short Description: Multimedia on a run.

Aim: To increase the awareness of active citizenship through creative use of multi-media

Duration: 90 mins

Individual/Pairs/Group: Groups of 5

Supplies: phones / cameras / computers

Acquired Skills:

- To take part in discussions; awareness of current issues; ability to take a position or decision and evaluate it accordingly
- To have media skills to look, choose and “use the buttons”
- To use media in an active way (not as a consumer, but as a producer of media content)
- To cooperate and interact with others
- To be creative and innovative

Description:

Each team gets the equipment and instruction sheet with an explanation of the task. The trainer will need to be aware of where the teams are moving to without intervening or influencing the work they will be doing.

MEDIA ACTIVITY: Instruction “SCATTA ATTIVA-MENTE”

Hello !

It's a perfect day for going into the field, or at least beyond these four walls, looking for “active participation” in the area you see and experience every day: your city. To do this you will be provided with a device that can take photos and video (if you do not already have your own) so you can easily capture the bits of the wider world you feel are most appropriate .

1. What do you see? - 20 mins

A photograph in black and white, a fragment of a few seconds of video or sound recorded live: you choose what you think appears to you to be active participation.

2.What do they know and do others think? - 20 mins

It is said that everyone is informed on the subject , maybe you now know more than others, or maybe not. It's time to find out: interview someone and find out what the people of your city know and their views on the big issues.

3.What would you do or say to your city about active participation - 20 mins

Whichever way you would like ... tell your town or city what is already there, what could be done and everything you want to say to ‘them’

4. Scarica and tells - 30 mins



On his return, and with the help of a computer, after downloading all the files and then a short group meeting, will be exposed to the work item using the material collected

A key element to carrying out this exercise will be the work of the team:

- Two of you will be the “eyes” and will have the task of capturing with the medium they are using that which the group has decided to use for their answer.
- The other two will have the role of “ interviewers ” and “ commentators ”, and with the help of their voices will have to find people to interview and expose the end of the year work
- One person will be the “ reporter ”, and using pen and paper will have to write down why you are picking a certain type of material, the ideas that emerged from the group and everything that can be reused and serve when what has been done

Regardless of their roles, everyone will be required to participate and propose ideas to the group in order to collect better material and as much of it as possible.

After distributing the roles .. keep time using a stopwatch !

Good work!

3 ... 2 ... 1 ... go!



PartART WHO WE ARE

Let's introduce the organisations that made PartART happen.

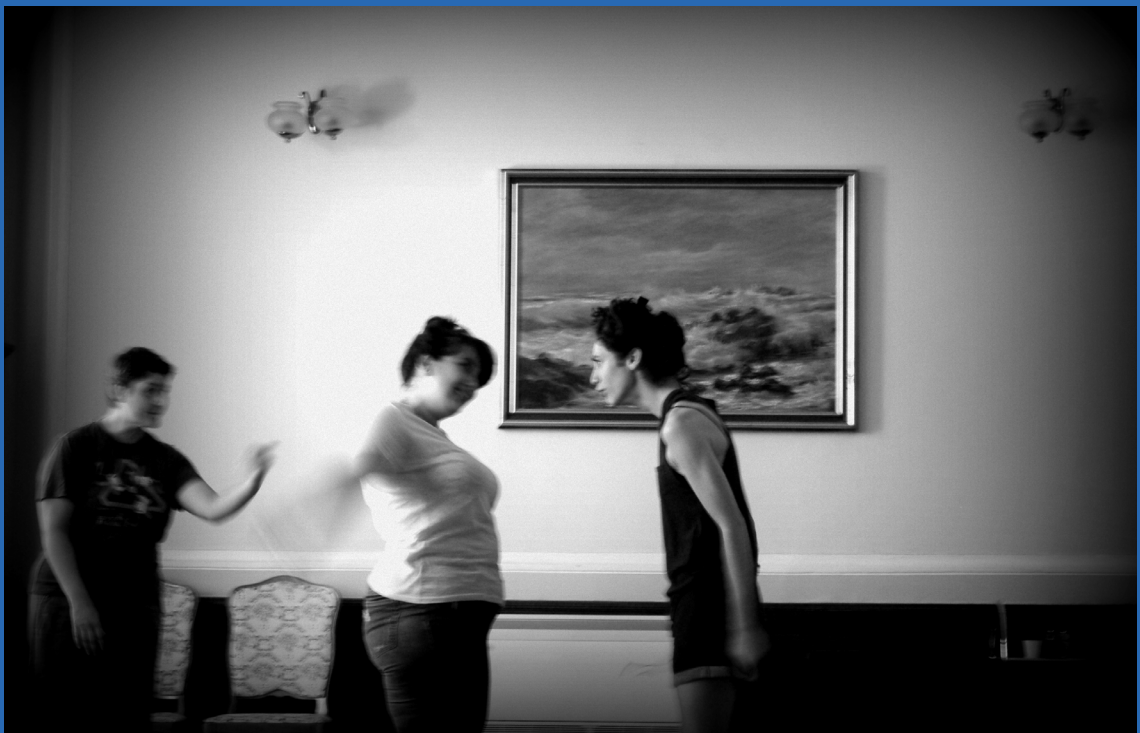
4.1. Croatian Centre for Drama Education

The Croatian Centre for Drama Education is a non-governmental and non-profit association that promotes, presents, and explores drama and theater education as an integral part of humanistic education. It encourages the development of theory and practice that examines the relationship between drama, theater and education.

Activities of the Croatian Centre for Drama Education comprise the organization of seminars, conferences, round table discussions, and lectures; publications; the implementation of professional research; and preparation of specific educational performances. The Centre works both in Croatia and abroad and is a member of the International Association for Drama, Theater and Education (IDEA).

In PartART the Croatian Centre for Drama Education, with its knowledge and experience in drama and theater education, is the expert on the Theater of the Oppressed method.

Website: hcdo.hr



4.2. Loesje - Germany

Loesje is both a world-wide collective of people who want to make the world a more positive, creative place; and a girl from the Netherlands. Local Loesje groups write posters signed by the girl 'Loesje', expressing thoughts and statements on society and their own personal lives. The posters are spread in public space – both on- and offline.

The organisation began as a youth-activist, grass-roots movement in the Netherlands in 1983 and has since spread internationally to more than 30 countries. Since 2004, Loesje has been a registered association in Germany under the name Loesje e.V.. The main activities consist of international youth projects; local awareness raising activities and collaborations; publications, and creative text writing workshops for third parties.

Loesje texts are written in creative writing sessions following Loesje's own method for group writing. The creative writing methodology supports active citizenship and freedom of expression in a tolerant and open-minded way. The participants reflect on social topics through debate and discussion. Loesje texts are mostly positive and funny, and at the same time critical; stimulating people to view topics and situations from new perspectives, and to take action in their own lives. Loesje aims for change on the personal as well as societal level.

Website: loesje.org/berlin



4.3. OMIX Ribadavia – Spain

The Youth Information Centre OMIX Ribadavia supports young people from the Spanish town of Ribadavia in pursuing and reaching their goals, all within the framework of non-formal education. It facilitates the integration of young people into society and promotes the expression of their own initiative.

Therefore OMIX Ribadavia gives space to innovative free-time activities for young people which stimulate their creativity and help them develop different skills. It encourages young people to organise diverse activities themselves and to participate in international events, becoming active European citizens – in particular supporting the fight against racism and xenophobia. In addition to this, it provides information regarding education, employment, financial aid, among other topics that impact on young people. OMIX Ribadavia is a member of the Galician Youth Information and Documentation Network.

In PartArt OMIX Ribadavia contributed its experience with community work and the use of social-changing multimedia in youth work to enthuse young people to take the initiative and play an active role in their communities.

Website: omixribadavia.wordpress.com



4.4. Peer Producties – the Netherlands

Peer Producties is the project department of the Centre of the Arts, Lindenberg, based in the city of Nijmegen, the Netherlands. Local citizens are actively engaged in its wide range of innovative activities, and are empowered by community art projects.

The activities of Peer Producties range from festivals, events, and Forum Theater productions to community art, multimedia projects, and artistic exchanges. The activities are developed both as commissions by governmental, civic, cultural, and educational organisations, as well as homegrown initiatives of the center.

In PartART, Peer Producties contributed its broad experience with social-changing multimedia. Multimedia such as music, graffiti, videomapping, and digital art are regularly being used by Peer Producties in its community art projects and in cultural education lessons in schools. Once a year Peer Producties organises their own multimedia performance and tech festival Oddstream.

Website: peerproducties.nl



4.5. PiNA, Association for Culture and Education - Slovenia

The Association for Culture and Education PiNA offers quality educational, cultural, artistic, and research activities in order to promote social development, based on individual responsibility, collective power, and critical thinking.

Trainings, exhibitions, festivals, movie nights, and inter-media art performances are just some of the events we hold, in addition to regular activities. PiNA seeks to encourage those in its local area to constantly reflect and critically re-think social norms. To achieve this, the organisation, established in 1998, creates space for dialogue and discussion on important social issues. For example, PiNA educates people on media literacy through films in prisons in the city of Koper, where it is based. PiNA works on a local as well as a national and international level.

In PartART PiNA contributed its experience with social-changing multimedia, the Loesje creative text writing, and Theater of the Oppressed methods. The key activities of PiNA include workshops and training courses that use multimedia as a methodology base; creating and providing publications for citizens; multimedia production; and intermedia events and performances. In the past Loesje and Theater of the Oppressed have become integral parts of PiNA's methodologies.

Website: pina.si



4.6. Stranaidea S.C.S.Impresa Sociale Onlus - Italy

Stranaidea is a social cooperative aimed at promoting the welfare of people and the prevention of risk situations. The objectives of Stranaidea's various personal, social, health, and educational services are achieved through the methodology of community development.

Active citizenship is essential: there is no community without participation. In its services, Stranaidea promotes and develops projects on citizenship proposing creative moments and spaces where people and the community are able to meet. In these meetings, they carry out and share activities that foster exchange, comparison with others and the world around them, and active participation. Among Stranaidea's areas of intervention are European Youth in Action projects, outreach and training programs for children under the supervision of social services, integration for people with disabilities, dormitories for the homeless, and training for social workers.

The work of Stranaidea involves communities, activating processes to take back and give value again to personal and collective experiences that are a shared inheritance. One of the interventions used is social theater, such as theater workshops and community theater aimed at children, adolescents, young people, families, and people with disabilities – experiences Stranaidea brought to the PartART project.

Website: stranaidea.it



PartART THE NEXT STEP

Thanks to the European Commission programme Grundtvig – Program for Lifelong Learning, we have been able to organise PartART as a unique project for developing new techniques in participatory art. Also, it has been an exciting experience in working together with devoted social and youth workers, trainers, and activists from different backgrounds with different experiences.

Made by you

By presenting this handbook we make sure that PartART continues. The next step of PartART is made by you – by having found this handbook and reading it. Please use it, pass it on to others, and share your experiences and new techniques on the web portal part-art.net!

Part-art.net

Find your new participatory art techniques

