

DEEP IT



Conflict resolution through theatre methodology

Erasmus+ project

2020-3-SK02-KA105-002684

Project **methodology**
and **activities**
to implement it

2022



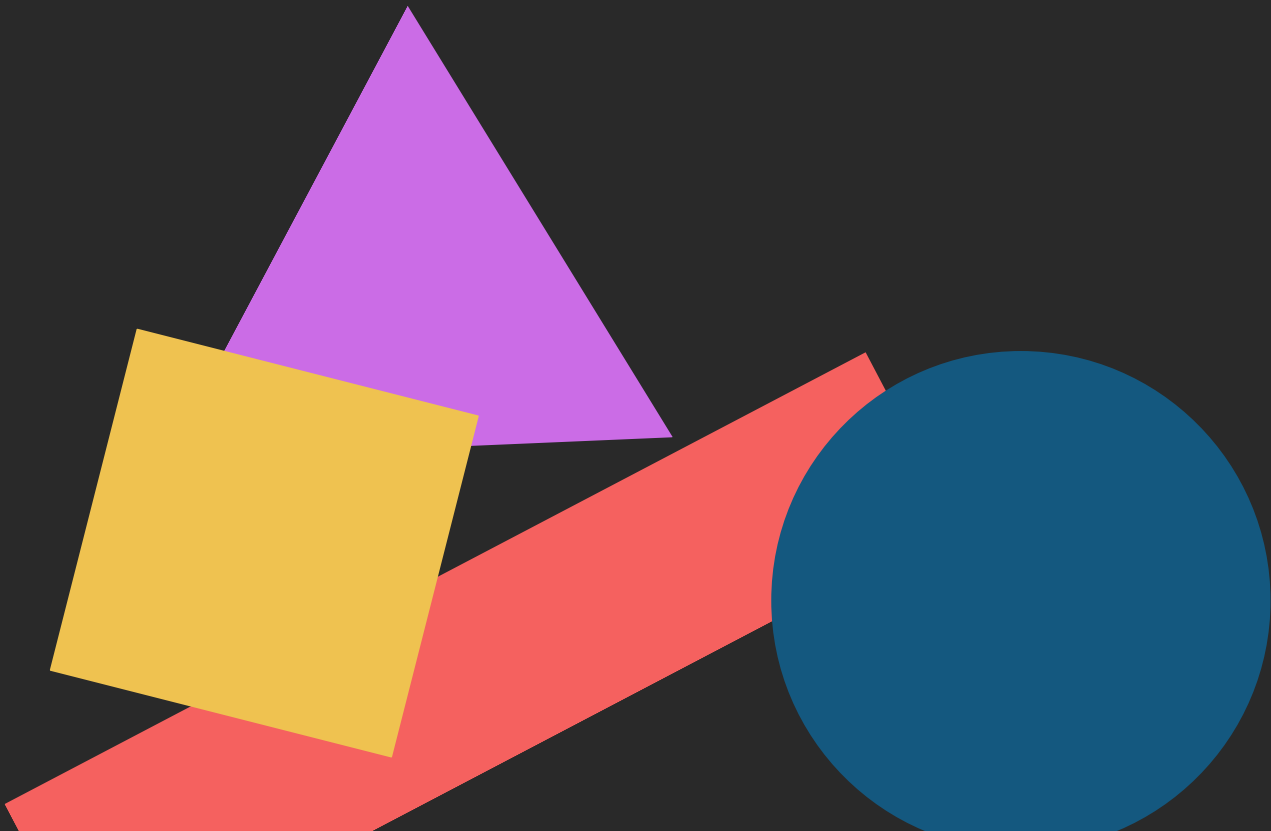
Co-funded by the
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of the European Union



About the project

The project Deep It is a training course where participants from all over Europe meet to develop their competencies in the field of human rights education, protection, conflict analysis and resolution, peacebuilding activities, promoting tolerance, respect, solidarity, intercultural learning.

Participants have learned about diverse non-formal methodology especially theatrical methods to work with youth within the conflict resolution and peacemaking activities.



Objectives

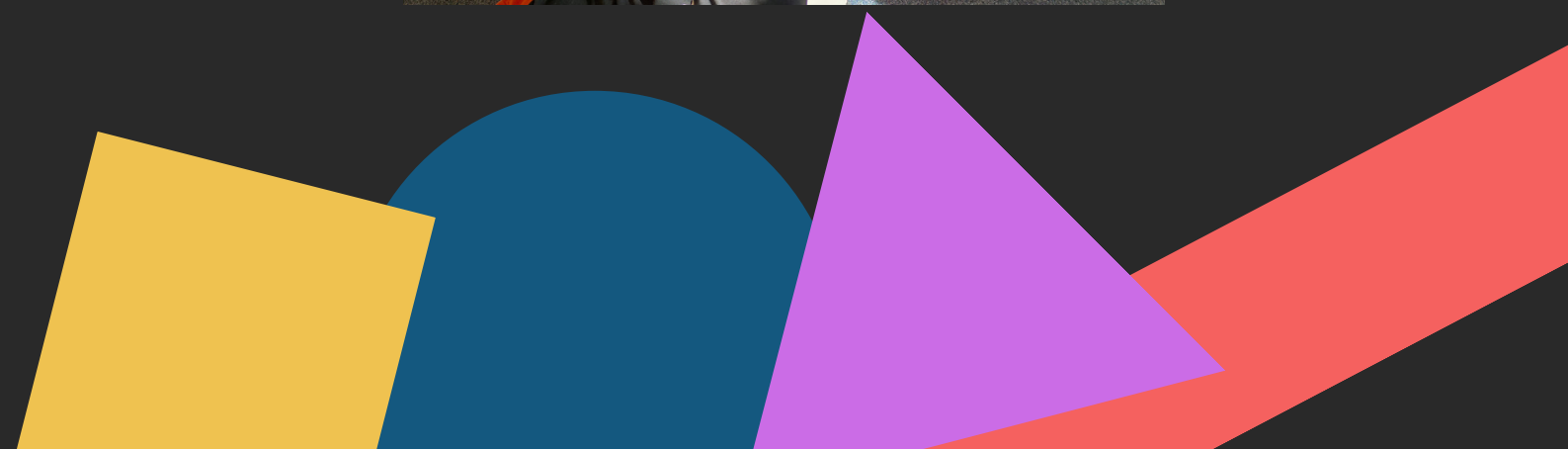
Developing competences of participants in the field of human rights promotion and their respect, and protection, conflict transformation, peace building and intercultural dialogue;

Promoting the role and importance of young people as positive activists in the building process anti-discrimination attitudes;

Strengthening the role of young people and organizations in identifying and discussing counteracting violations of human rights;

Bottom-up supporting of European Commission initiatives in the process of promoting attitudes and values relating to human rights and anti-discrimination;

Developing competences of youth workers and youth leaders in the context fighting against manifestations of conflict and radicalism through the theatrical methodology;



Objectives



Strengthening partnership between partners organisation and promoting the Erasmus+ programme and recognition of competition develop through the non-formal education with the YouthPass certificate;

Promotion of European values in accordance with art. 2 of the Treaty on European Union;

Providing people working with young people with the competences and methods needed for communicate the common basic values of our society, in particular young people who are difficult to reach and the prevention of violent radicalization young people;

Promotion of diversity, solidarity, intercultural and interreligious dialogue, shared values freedom, tolerance and respect for human rights.

Methodology

The aim of the project is to help young participants learn about the concept of conflict prevention and resolution and to practice innovative methodology in this field.

To achieve it, Thalia Teatro and other creative organisations introduce **drama methods** that include **pantomime**, **physical theatre**, **storytelling** and other performative techniques that are used during the international training of the project.

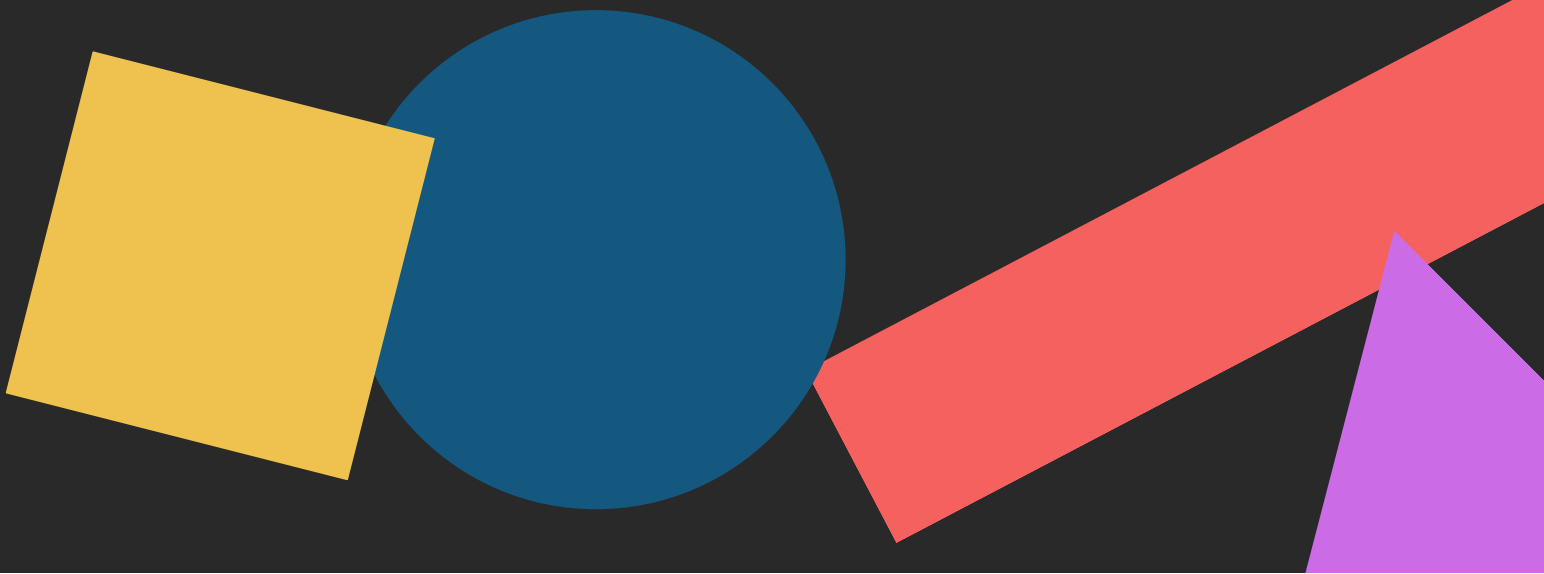
More than that, the participant's task will be not only to learn but also to promote what they learned. After each mobility, participants will spread the knowledge in their local communities, using the unorthodox state-of-the-art methodology of conflict prevention on their level, working with people in formal and informal groups and individually.



Ideas for workshops

The participants of the Deep It project have developed and successfully tested training activities for youth that use drama methodology they have learned throughout the mobility.

The workshops tackle a various spectrum of topics related to different human rights, conflict resolution, social inclusion and intercultural education.



Slavery: past vs present



Methodology: Dance theatre, discussion

Time: 60 min

Location: indoor

Participants: 10

Materials: 10 pieces of paper and 10 pens

Objective: Show people the kind of slavery common for the past and realize that we have another kind of slavery happening nowadays.

Activities:

1. Energizing activity with music.
2. Introduction.
3. Discussion: What is slavery for you?
4. 2 groups: 1 about slavery in the past and another about slavery nowadays
5. Preparation:
 - Write in a paper what means slavery in a perspective of the group.
 - Preparation of 1 performance per group. Dance performance, non-verbal, with music, 2 minutes, just with the bodies.
6. Performance.

Questions for debriefing: How do you see the difference between slavery in history and slavery nowadays? Provide examples. Do you think theater is a suitable way to talk about slavery and depict it? Why?

Diversity and interculturality



Methodology: Drama, physical theatre, discussions

Time: 60 min

Location: Indoor/Outdoor

Participants: 10

Materials: None

Objective: To encourage people to be themselves and to show the beauty of diversity

Activities:

1. Warm up - I LIKE YOU:

The participants are divided into 2 groups standing opposite to each other. Each of them has to compliment the counterpart (You are different and I like you because...) After that they move to the other person until they exchange the compliments with everyone. After this, we will make a circle and everyone has to tell their favorite future/Personality trait. 20 minutes.

The best way to avoid cutting time is to give precise information about the task (For example give each other 2 compliments) and then clap when the partners move.





2. Main activity - THE MIRROR GAME:

The participants are divided into pairs representing 2 different nationalities: their own or chosen ones. Each pair has 10 minutes to think about some features of their own country, what they want to show to the others (traditions, problems etc.) and to rehearse it. One person acts as the real image of the nation and others play the reflection and repeat. Then they swap places. Every pair has 4 minutes to present what they prepared. 20 minutes.

Questions for debriefing: How do you feel after this workshop? What did you learn today? What do you think is the way to celebrate our differences and to love others and ourselves?



Oppression through theatre



Methodology: Physical and verbal theatre

Time: 60 min

Location: Indoor

Participants: 10

Materials: 10 bits of fabric to cover eyes

Objective: To do a social study of different possible reactions to resolve a conflict situation

Activities:

1. WARM UP. Invite the participants in a circle and check "How is the energy of the group?" Two energizers can be used in case the group has low or high level of energy. Low energy - "Blind sculptures", high energy - "I'm falling". If the participants have mixed feelings, use the energizer for low energy because it's funny and calm as a beginning. MARMALADE can be a safe word if someone of the group doesn't want to be touched. 5-10 minutes.

2. MAIN ACTIVITY - FORUM THEATER. Start with a short explanation of the methodology. After this, work on two forum theater situations with the whole group. 45 - 50 min.

FIRST SITUATION: 3 roles of friends in a cafe. 1st character - enthusiast girl has an opportunity to go on an Erasmus+ project. She wonders if she can do it and goes to talk to her friends for advice. 2nd character - one of her friends is on the phone not really interested to listen the conversation. 3rd character - the third friend who depreciates the 1st character and makes her think she is not good enough to do it.

SECOND SITUATION: 3 roles of colleagues in an office. 1st character - a young lady has a personal problem (she has to visit her sister in the hospital) and has to change shifts at her working place. So she asks her boss. 2nd character - the boss who simply replies "no" to everything 1st character says. 3rd character - a sexy lady comes and asks to go home earlier because she has a headache and the boss says "yes".

Questions for debriefing: How do you feel about this experience in a few words? When do you think an oppressive situation starts to change to the better? How can today's activities be useful for conflict-solving? Do you think you can use these techniques in your life?



Objective: To raise awareness about different forms of domestic violence and abusive relationships in different environments.

Activities:

1. Welcoming and group assessment: what is an abusive relationship for you? What comes into your mind when talking about abusive relationships? 10 min.
2. Warm Up/Energizer. 5 min
3. Papers with different kinds of abusive relationships are distributed throughout the pairs, and they are given time to create a 2 min dramatic piece, but with a twist: at any given time, one can only narrate and one can only move. They can switch roles, but only the narrator can speak. He can read thoughts and dialogues. Then pairs present pieces. 35 min
4. Group discussion. 10 min
5. Minute of silence for the victims of domestic violence. 1 min.



Questions for debriefing:

How did you like the challenge to create something in this format? How did you feel with these limitations? Were you aware of the different kinds of abuse, the different environments in which it exists? What had more impact on you? What can we do to deal with these kinds of abuse (as a community and as close friends who assist)

Social conflict and Non-violence



Methodology: Drama, physical theatre, discussions

Time: 60 min

Venue: Indoor / Outdoor

Participants: 10

Materials: Random objects for the warmup, text messages to each participant with descriptions of the characters.

Objective: Introducing the topic of nonviolent action applied to social conflict. Encouraging people to think about what is violence, what isn't, if non-violence can be an effective way to address social conflict, and in which contexts.

Activities:

1. Warm-up: passive vs active body. 10 min. Participants divide in pairs; one of them has complete agency, the other follows the lead passively. Every leader is allowed to experiment with power over the other person, and they switch places after 5 mins. Goal is to explore power, its usage and reception, passive vs active attitude.
2. Quick round of reflection (one word). Goal is to focus on the feelings from the warmup. 5 min.
3. Main activity: in pairs. Each one receives a paper with a description of a character, each with their own goal to reach and level of violence (like for instance, one is a violent person and other one is a nonviolent activist). Each must reach their goal in due time. They are paired with a person that has a different or opposite social role, goal, and characteristics. This way conflict is created, and they must deal with it in a more or less violent way. Roles examples: drug addict and nurse, ecological activist and military veteran, etc. The goal is to explore different kinds of social conflict and understand if non-violence is an effective way of dealing with it. There will be three phases: first – they are allowed to speak to each other, second - only one of the pair speaks, third - no one speaks. Each scene ends once a resolution has been reached. If not, the facilitator intervenes, moving on to the next pair. 45 min.

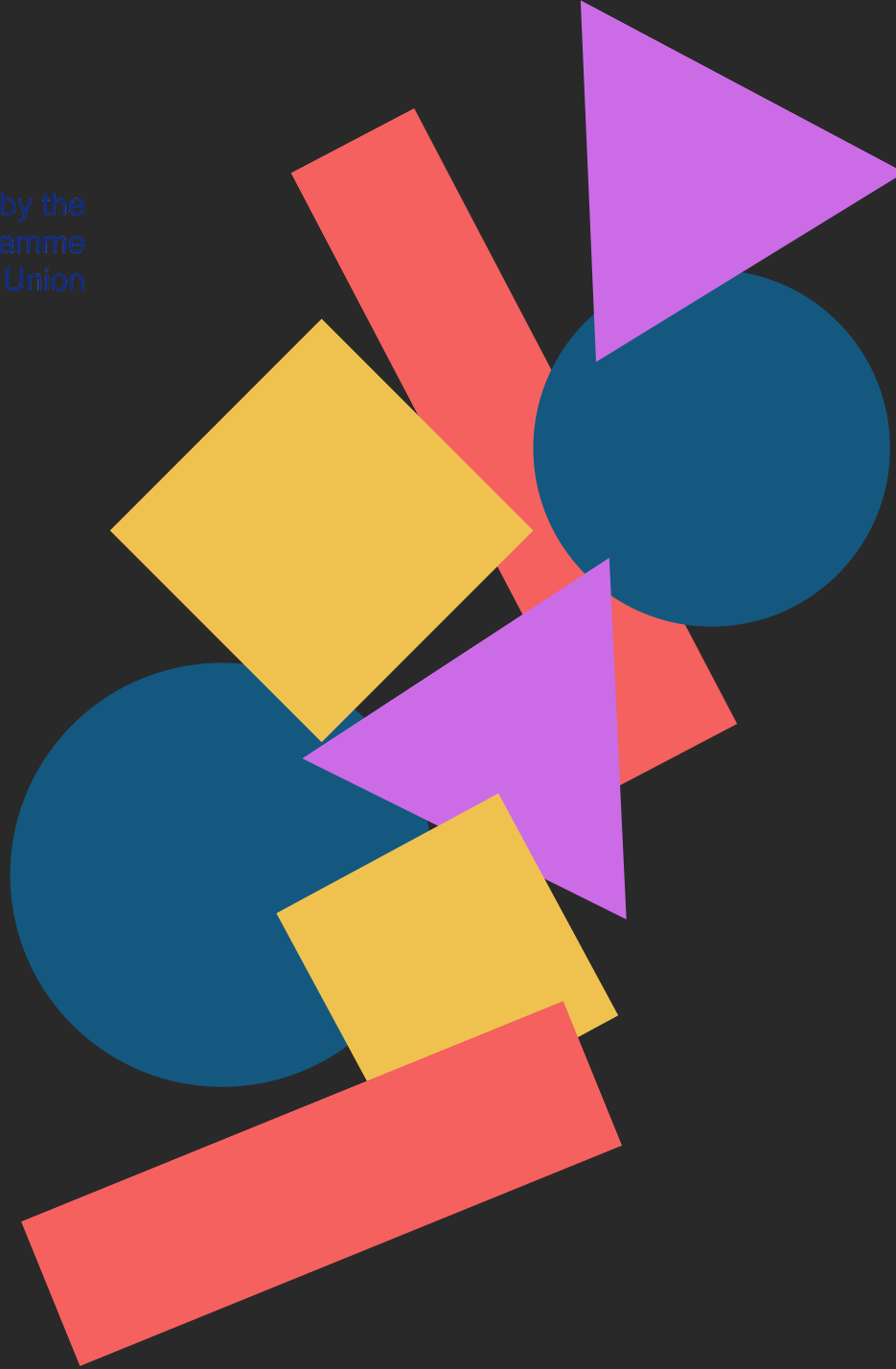
Questions for debriefing: About the main activity: Who was your character? Did you reach your goal? Were you violent or nonviolent? What was different about the parts you were allowed to speak and when you were not? How did the interaction change? Do you think violence/non-violence was an effective tool to reach your goal in this situation? About the workshop: How would you improve it/implement the workshop yourself? What struck you the most?



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THALIA TEATRO



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Training Course
16th - 26th October 2022
Banska Stiavnica
Slovakia