



GRUNDTVIG



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Art In (E)Motion

New A.I.M. s for Non - formal learning.

Toolkit



Who we are

Art In (E)Motion: New A.I.M.s for Non-formal Learning was a Grundtvig Learning Partnership focused on sharing and multiplying innovative methodologies of social and educational work, as an outcome of the synergy between non-formal education and performing arts.

Partners were five NGOs: Breaking the Borders, from Greece; Associazione Liberi Artigiani (coordinator of the Partnership), from Italy; Stowarzyszenie Artystów Bliski Wschód, from Poland; Dreams for Life, from Romania; and Primigenius Asociaciòn Sociocultural, from Spain.

The theme of the Learning Partnership was the test of new forms of interaction based on emotional learning and non-verbal communication: thus coaching techniques, outdoor activities, media tools were combined with body awareness activities, dance and acrobatics workshops, music and theatre labs. Overcoming rational barriers has enhanced in learners their initiative, entrepreneurship, learning-to-learn, cooperation in international teams, cultural awareness, social and civic competences.

Our target-group was made of: social workers (educators, volunteers, cultural operators); artists and performers interested in making a social impact; less-opportunity adults willing to become peer-educators and activists for their peer-groups.

The toolkit

The toolkit gathers a collection of methods that can be used by youth workers and practitioners in training and exchanges focused on topics like : intercultural dialogue, human rights and entrepreneurship. The design of the methods has followed 5 steps:

1. Why to use this method?
2. What are the steps for preparing this kind of activity?
3. In what context can we use it? And for what topics?
4. What are the learning points?
5. What is the impact that it should have on the participants learning process?

The toolkit was designed in accordance with the following objectives:

- capacity of the tool to transfer educational objectives into practice
- the capacity of engaging participants in the learning process
- use of elements of generic methods (role-play, simulation, etc)
- capacity to adapt to different backgrounds, target groups, context, etc.



Icebreaking & Team-building activities

Colourful Napkins Icebreaker (Poland)

Tool topics:

Getting to know each other, Learning by play, Circus tools, Self confidence.

Aim:

To get to know each other by body language and play with simple circus equipment, to develop self confidence, concentration, logical thinking.

Description

Level 1: individual

Each learner gets 1 napkin. She is putting on her face and try to blow to take it out. Fun guaranteed.

Level 2: pairs

A couple of learners get 3 napkins. A facilitator is giving an explanation and showing how to juggle cascade (the most easiest pattern for classical juggling) with 3 napkins. And learner would try to juggle together. Coordination and concentration is a key to success for them, but they need to find their own way, how to communicate with each other. Facilitator is more like observer, and answering questions when appeared.

Level 3: group

Learners make a circle, standing. A facilitator is giving a rythm (loud counting, claping hand, play an instrument) and at a signal learners are throwing a napkin to a person on the left . Others number in counting or other sound can be for passing to the right. You can play with a number of napkins and tempo.

Duration - Material

10-20 minutes (depending on variants we would like to implement).

Circus colourful napkins, 3 per learner.



Grandmother's Footsteps Circle Style

Small technique (Spain)

Tool topics:

Deepening in participants' cultural framework

Aim:

Introducing the theme of oppression, power relations.

Description

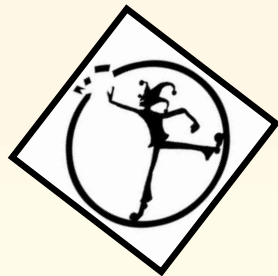
Play a normal game of Grandmother's Footsteps. Then create a circle. In the centre of the circle place a volunteer. The group's objective is to creep up on the volunteer in the centre and tap them on the shoulder. How does this make the Grandmother player feel? Discuss how different this felt to the normal game. Swap players. Repeat.

Encourage the group to create different atmospheres together, rather than just aiming for the volunteer in the centre? Encourage group to take time, build up the tension of the atmosphere. How can this be done? Try different tactics (neutral face, body, aggressive etc.) Discuss different types of oppression that could be introduced through the game.

Duration - Material

35-45 minutes.

Is not necessary material. Enough space for the movement is recommended.



Parachute

Small technique (Poland)

Tool topics:

Cooperation and first team building.

Aim:

To know each other by playing simple, funny and attractive games

Description

1- One learner is sitting in the middle of the sheet. Others are holding an edge of the sheet. They start to go around the person in the middle, and when they are as close to her as possible, are pulling the sheet and run away.

2- All learners are sitting around the sheet and waving. One person (hunter) is standing in the middle, on the sheet. Under the sheet 3 other learners (animals) run around. The person in the middle is going to try to catch them all. It is not so easy when the sheet is waving. The last caught animal becomes a hunter.

Duration - Material

10-20 minutes.

- A wide sheet with a small hole in the middle.
- A ball smaller than the hole in the middle of sheet.



Me to You

Small technique (Spain)

Tool topics:

Creating connection among the participants

Aim:

To encourage connection and focus

Description

Get your group into a circle.

The person starting must make eye contact with someone else in the circle (working across the circle is best).

They then must gesture to themselves and say "me" followed by a gesture at the other person in which they say: "to you". It should be seamless.

If you are targeted you then accept the offer and continue in the same way to a new person in the circle.

Once this has gone around the circle a few times, lose the words and get your students to simply use gesture and eye contact.

If they are successful at this then drop the gesture and simply use eye contact.

Duration - Material

25 minutes, just a room.

The mirror

Activity for knowing each other (Greece)

Tool topics:

Self development, non - verbal communication.

Aim:

This exercise shows us how others see us , if this image fits with the image we have for ourselves ,if we like this picture or it puts us in thoughts , at last if that information regards to our personal thoughts and practices and if this is useful for our self-awareness.

Description

This activity can be implemented in two ways
First: in couples, one has the active role and the other is following her movements.
Second : one is moving and the whole team is following her movements.

Duration - Material

30 minutes.
Speaker and soft music selection.

Touch all the walls

Energizer-space awareness (Spain)

Tool topics:

Breaking inhibitions.

Aim:

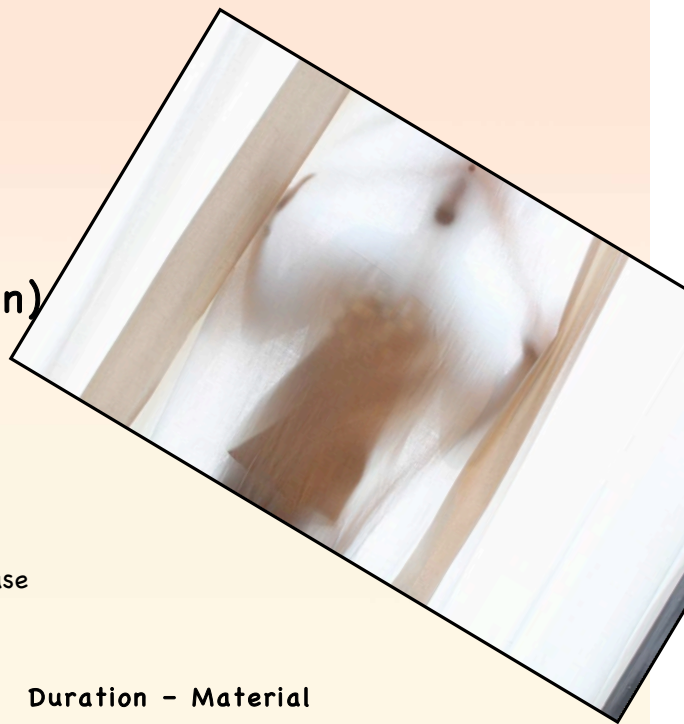
To make the participants comfortable in the space and increase their autonomy in respect to movements.

Description

Ask the group how many walls there are in the space, participants must touch all the walls in a clockwise direction and get back into the circle as quick as possible.
The last one back gets a forfeit. Repeat with anti-clockwise movement.

Duration - Material

15 minutes.
No material is needed.



Artistic activities – Body movement

Roots, Trees , Sky A body awareness process (Greece)

Tool topics:

Self-development, warm-up, discovery of common movement.

Aim:

To wake up and unblock some vital parts of our body ,get to know our body in many dimensions and levels and how it can be related to the space around ,floor ,air and generally the present influences which exist around us .

Description

First step –lower level

This level provides us the opportunity to observe our relationship with the floor, what kind of security can give us, if we are able to let ourselves to the gravity and so on .Furthermore, important part is to observe the lower level not only as an opportunity to relax our body but also to use and get to know what the floor and this level can offer us.

Second step –the middle level

When we are in the middle level, the most of the movements which we are experiencing are totally new, so from one side it is the most unknown and the most difficult level, but from the other side it is the most interesting for the same reason.

Third step- the upper level

This level has to do with our normal standing position. In this level, we don't have the security of the ground and from this point of view we are more exposed to the space and to the others, although we have totally different dynamics in our moves and possibilities.

Duration – Material

30 minutes.

Big space, soft music.



Body and Mind in action

360° Degrees of attention (Italy)

Tool topics:

Self-development, cooperation, conflict management.

Aim:

Empowerment of personal focus in relation to space, objects, other people.

Description

First step -lower level

Learners walk slowly around, randomly. The trainer asks them to check the space and meet each other just with eye contact without touching. After some time the trainer asks to search slowly their movement, using the space (floor, wall, ceiling).

Second step -the middle level

One by one, the trainer gives a ball (slowly following the flow of learners). Then the trainer asks to the group to explore the space randomly using the ball like a part of the body, taking care that it doesn't fall down.

Third step- the upper level

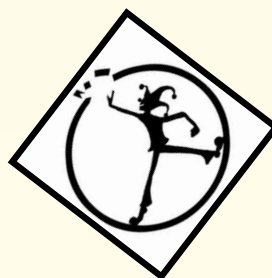
The trainer takes away 1 or 2 balls from the learners. Then the trainer asks to the learners to try have at least one ball per person. In this case, it depends from learners' reactions (cooperation or conflict). The last step is to take away (one by one) all the balls until just one is left.

In this activity it is strictly necessary to make a debriefing for having feedbacks and checking what happened inside the group.

Duration - Material

30 - 40 minutes.

Big space, soft music, balls (tennis balls for example) enough for each learners.



Non-verbal story-telling Body theatre (Greece)

Tool topics:

Development of non-verbal communication, expression through body movement.

Aim:

Empowering the sense of diversity and creating touchable tools for inner work, practicing body expression techniques.

Description

The trainers create two teams .The gender and dynamics balance is not necessary but highly recommended .Each team writes a story which is built up by individual stories of each learner inside the team .It is responsibility of the team how they are going to organize the writing process. After 20 minutes, the teams exchange their stories and the task is to tell that story with non-verbal communication and to use only body movement. The second and the last step is for the each team to tell the story in acting mode and try to improvise in the scenario according to the story from the other team.

Duration - Material

40 - 50 minutes.

Big space, soft music.



Vertical ropes

Body cooperation (Italy)

Tool topics:

Development of cooperation out of the comfort zone, through body movement.

Aim:

To create different kinds of cooperation through common work, in couples or more people, in order to develop self-confidence and mutual trust; to give learners an example of cooperation in non-comfort zone.

Description

For this activity, the trainer has to keep a close focus on the group dynamics.

In advance, it is necessary to have a warm-up session, for preparing the physical condition of the learners.

The trainer has to prepare several ropes with some burls at different distances, in order to create 4-5 loops for each rope.

During the activity, the trainer asks the group to split and work in pairs (height balance is recommended). The learners have to climb up, one by one, on the ropes, using the loops in order to grab well.

The learners that are up have to move in order to create a simple coreography; in the meantime, the learners down have to freeze, and just check what their partners are doing.

After 5 minutes, the learners down receive the assignment to join the dancer (who keeps staying up) in order to create a common dance. They can either be static or use the rope like a swing, in order to use the space both vertically and horizontally.

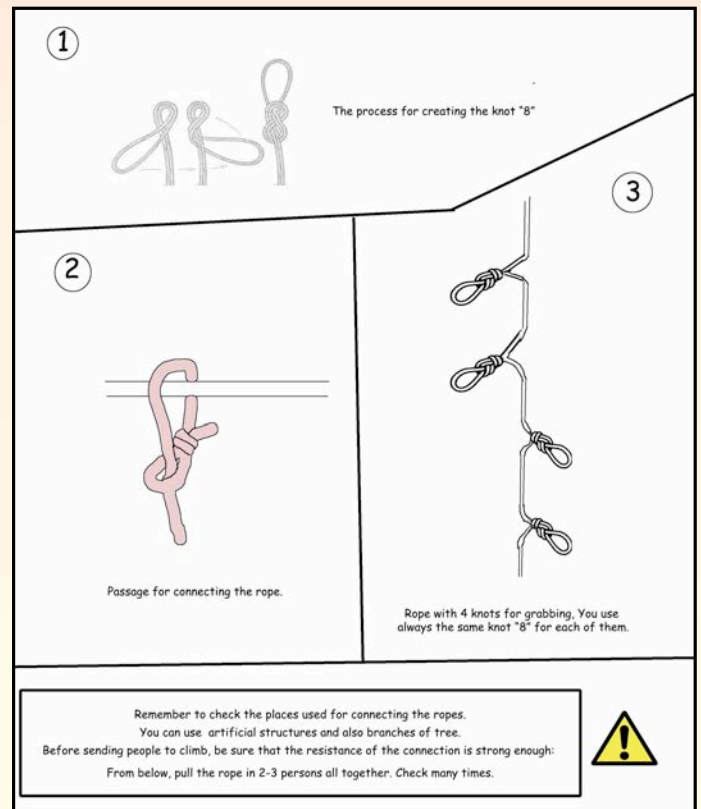
After the activity a stretching session is necessary.



Duration - Material

20 - 40 minutes. (with warm-up and stretching)

Space for connecting the ropes, ropes of 4 m of 10 mm size. In case you want, also a mattress for putting down the ropes. (Important: Don't send learners above 2.5 m height!) Soft music, if you want, for the last part of the activity.



Master and Slave

Role-play activity (Greece)

Tool topics:

Body expression, self-empowerment, trust-building.

Aim:

This activity is useful for observing if and how we allow ourselves to ask others things, connected to our needs.

Description

This activity has two phases.

First phase : in pairs, A is the "Master" and B is the "Slave". Both roles are imaginary: this is a role-game. The assignment for the "Master" is to ask from the "Slave" whatever she wants.

Warning! The trainer has to recommend the learners that it's not useful to ask for too hard, or impossible wishes. The wishes should be something that can be fulfilled in the frame of the activity.

The "Slave" has to follow the "Master" 's requests and fulfil her wishes.

The core of the activity happens with the same pair passing to the second phase.

Second phase : Here the learner who has played the "Master" until that moment, stops to be a "Master" but continues to demand things and make wishes: but now, as a normal person (for example Andrea - the real name of the learner). With the same term and in the same way, now Andrea is asking things or making wishes according to personal responsibility and there are no roles to play anymore.

So, also the "Slave" stops following the role and starts to listen to the wishes made by Andrea, and can choose which wishes will be fulfilled and which not.

This activity requires, at the end, a deep session of sharing and debriefing.

Duration - Material

45 minutes (including the sharing and debriefing session)

Big spaces (like a rehearsals' room)



Choreography – Building Activity by individual inputs (Greece)

Tool topics:

Self-awareness, cooperation, awareness of others, developing flexibility and adaptation.

Aim:

To emphasize the diversity and give the sense of common creation and implementation. This activity is focused on sharing responsibilities and creating a base for team-work and cooperation.

Description

Step 1.

The trainer gives the group the assignment: Each of the learners has 5 minutes for thinking of a movement to perform. The movement has no specific character, it can be everything. It is recommended to advise the learners to keep them simple.

During this time, the trainer supports the concentration of the group by putting soft music on. Then, when the time is over, one by one each learner shows her own movement.

Step 2.

Now the trainer asks the group to build a choreography by combining these movements in the way they want (Maximum 5 persons). After 5 minutes, they will show their piece of choreography, made by combining each of the personal movements, to the rest of the group.

Step 3.

The trainer asks to repeat the same process, but this time by splitting the learners in two groups. They have 10 minutes of preparation for their piece of choreography. (And then show).

Step 4.

Finally, the trainer asks the whole group to create the common choreography in a 20 minutes-time.

This activity requires a sharing and debriefing session.

Duration – Material

90 minutes (with sharing and debriefing).

Big space, music.



Artistic activities – Creative expression

The Factory Improvisation theatre (Romania)

Tool topics:

Creative development, group coordination.

Aim:

To learn how to build and develop communication and cooperation skills.

Description

Group of 4/5. The first learner begins a process of fabrication of a concrete object (telephone, watch, glasses, umbrella etc). The other ones enter successively in the stage, completing the fabrication process. After few rehearsals, the trainer gives them the next assignment: this time, they will produce abstract things (love, confusion, demagogy, hate, disappointment...) following the same pattern.

After the activity, a sharing session is recommended.

Duration – Material

20 minutes.

A rehearsals room (if possible, with a stage)

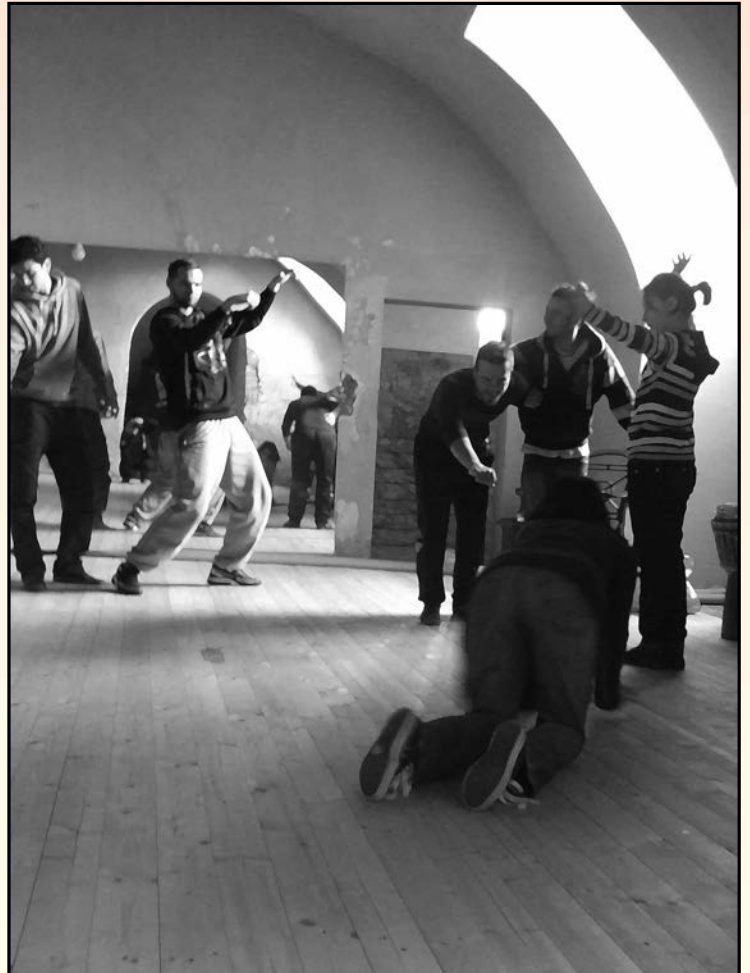


Image of the World

Social theatre (Spain)

Tool topics:

Deepening learners' political framework

Aim:

To visualize learners' perception of their reality

Description

The trainer assigns a content for reflection (examples: conflict, struggle, family, outsider, minority, gender...), and asks for 5 or more volunteers to express it in a visual form.

Step 1.

Without looking at the others, each learner creates her own image (5 minutes of preparation).

Then, one by one, they go on the stage and present their images, by using only their bodies (like a "still life").

Step 2.

Now, the assignment is to represent their images together: rather than a personal image, we will have a "social" vision (5 minutes of preparation).

Step 3.

The trainer invites the rest of the group to analyze and share their perceptions about the dynamics oppressor-oppressed.

Then, the trainer calls the next group of 5.

A deep sharing and debriefing session is required, at the end of the activity.

Duration - Material

60 minutes (or more, depending from the size of the group)

Rehearsals room



Image of the Oppression

Social theater (Spain)



Tool topics:

Deepening in learners' political framework

Aim:

Conflict analysis, conflict management

Description

The trainer opens a brief discussion about different types of oppression where the learners have been victims of inequality or discrimination, and asks each person to choose a moment of oppression from their own lives that they are comfortable in sharing with the group. They can have been the oppressed person, a witness or an oppressor.

Then, the trainer invites 5 learners on the stage, while the rest of the group stays as audience. The first learner has 2 minutes to sculpt her group into the image of her personal oppression, and then leave the stage. During the process of sculpting the image, the audience has to keep eyes closed.

Then, the trainer invites the audience to interpret the image; after their comments, the sculptor is called to come back on the stage and explain it.

Finally, the sculptor is invited by the trainer to find a solution to the conflict represented by modifying the image in 1 minute.

This activity goes in rounds: one by one, each learner will present their images.

A deep sharing and debriefing session is recommended, at the end of the activity.

Duration - Material

60 minutes (or more, depending from the size of the group)
Rehearsals room.



Theatre activities

Improvisation session (Romania)

1. Freeze

Tool topics:

Non-verbal communication.

Aim:

To become more attentive to the description of objects and space, to describe just with movement the objects and space, to develop personal creativity.

Duration 25 minutes

Description

Two learners go on stage. They start a scene from a body posture that they had taken according to a suggestion of place from the public. When the trainer says "Freeze!", they have to remain in the last position. At that moment, another learner comes on stage and touches one of the two improvisers, that has to leave the stage. Now, the learners left on the stage will start to interact together. This activity goes in rounds, until all the group has played on the stage.



2. Objects

Tool topics:

Non-verbal communication.

Aim:

To become more attentive to the description of objects and space, to describe just with movement the objects and space, to develop personal creativity.

Duration 25 minutes

Description

In the circle, one learner A creates an object, names it, and gives it to the learner B, on the right. She will be happy with the object received, will use it, then will put it somewhere and create a new one to pass to C... When everybody has passed an object, A starts again by creating a new object and giving, but without naming it. This time B will use the object, according to her own understanding of it. The process goes on as usual, until all the group has completed it. (Suggestion: if you want, you can develop the activity by passing to the building of abstract concepts).

3. Characters' walk

Tool topics:

Non-verbal communication.

Aim:

To become aware of your body and its messages, to use consciously your body in order to communicate specific contents and ideas.

Duration 20 minutes

Description

Learners walk around the room, randomly. The trainer asks them to think about something, and then to use it to change their walk accordingly. Anything can be used as inspiration: an emotion (happy), an occupation (farmer), a stereotype (gipsy), an animal (snake) or even an object (grandfather's clock). Next step: the learners will turn the way they are walking into a character, and try to walk, gesture, behave like it. (Suggestion: imagine that you are dressed like it!)



4. The park bench

Tool topics:

Communication

Aim:

To empower self-expression, to develop flexibility and adaptation, to strengthen creativity and free interaction.

Duration 30 minutes

Description

The trainer arranges a stage with a bench or two chairs, and gives as group assignment to choose quickly a character. After 1 minute, the trainer calls a learner on stage. She sits silently on the bench, displaying as much as possible about her character without speaking. After 30 seconds, a new learner comes on stage, trying to interact with the first by contrast or support with a complementary character. The two characters interact for 1 minute, and then the first learner has to leave the stage and the other sits on the bench. A new learner arrives on the stage, playing her character and interacting with the one sitting on the bench... And so on, until everybody has played.



Evaluation activities

5 fingers Evaluation tool (Poland)

Tool topics:

Reflection and evaluation

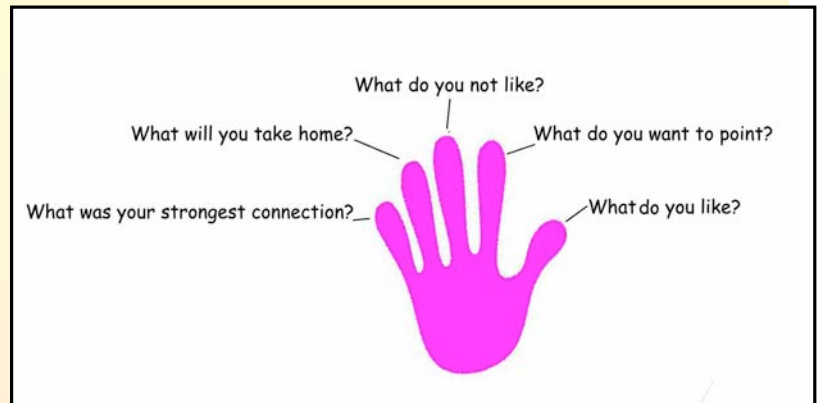
Aim:

To put sharing moments and evaluation processes in an ordered frame.

Duration 30 – 60 minutes (depending from the size of the group)

Description

This activity can be used to close and evaluate a whole project. The trainer asks learners to sit in a circle; then, one by one, everybody can share with the rest of the group her own feelings and thoughts about the learning process by using her hands to answer (see picture above).



Message through your body Final sharing activity (Romania)

Tool topics:

Reflection and evaluation

Aim:

To close the training process, to offer space for sharing feelings.

Duration 10 – 20 minutes

Description

The learners lay down on the floor. With good music on the background they close their eyes; the trainer asks them to begin exploring their own bodies, starting from the palms, fingers, shoulders... Then, they make a massage to their face, arms. Then they touch other hands, hold them and try to send a message to that hand. At the end of the activity, the learners are invited to think of a keyword, representing their experience in the project; after they have identified, they open the eyes, stand up, and one by one they can share their keyword with the rest of the group.

Follow-up diagram Visual evaluation (Romania)

Tool topics:

Reflection and evaluation

Aim:

To create a space where the participants can understand better the methods experienced, to create connections between the learning process, the contents developed and their personal background, to develop follow-up activities for transferring the new competences.

Description

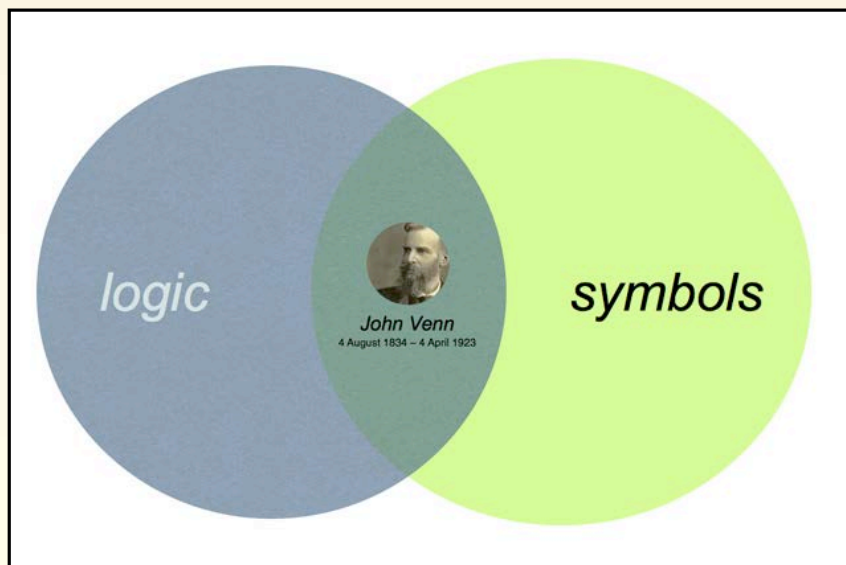
We will use the principles of VENN diagram (see image below). The areas that will be represented are: the needs of my organization, the needs of my target group, my experience/my competence, the main methods. The learners should first identify key-words for each area, and after that identify and create clear actions, ideas, projects, that can be implemented as a follow-up/transfer of this project.

This process is individual and then can be developed in groups. At the end, there can be a sharing moment, according to the group process.

Duration - Material

40 - 60 minutes with debriefing

Flipchart, paper, marker, pen.



SEVERAL ORGANIZATIONS AND TRAINERS HAVE BEEN INVOLVED DURING THE LEARNING PARTNERSHIP IN THE CREATION OF THIS TOOLKIT.

SO, WE WANT TO THANK: MANÓUS KOTSARIS (GREECE), EMMA LUQUE PEREZ (SPAIN), ANNA OPLOCKA (POLAND), MARICICA CARBUNARU (ROMANIA), GIORGIA VICENTI (ITALY), KONSTANTINOS TYCHEROS (GREECE), MAURIZIO MANCINI (ITALY), DANIELE CIBATI (SPAIN), BOGDAN ROMANICA (ROMANIA), MAREK ZMUDA (POLAND), ADELA MILITARU (ROMANIA), LUKASZ WOJTOVICZ (POLAND).

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For more information about the next steps of Art In (E)Motion, follow us on the Facebook page:

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