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Erasmus+ Programme
of the European Union

SPEAKER'S CORNER

Facilitator's Manual

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INTRODUCTION

This manual presents and explains the game-based learning exercise “Speaker’s Corner”, which has been developed in the frame of Key Action 2 - Strategic Partnership – of the Erasmus+ programme. The project was also called “Speaker’s corner”.

The project ran from September 2017 to October 2018, and involved the following partners:

- Odred izvidjaca pomoraca Posejdon (Croatia)
- Elegast Dam (Belgium)
- Associazione Eufemia (Italy)
- Narviksenteret (Norway)
- Produções Fixe (Portugal)
- Asociația Scout Society (Romania)
- Dt Rod Zelena Rogla (Slovenia)
- Asociacion Promesas (Spain)

The exercise is not a finished job. Adaptations and updates should be made regularly. However, with the set you have, it should be possible for you to run this educational exercise as an engaging and flowing session of non-formal education.

A little tip for the facilitator(s): Same as for many other learning exercises, it is best to take part in the experience yourself before facilitating it to others.

AIM and PURPOSE

When we listen to someone with a different opinion, are we able to really hear what they are saying to us? In a discussion, do we really try to put ourselves in other people’s shoes? To imagine what the counterpart feels? Do we hear what people say, or are we just waiting for our time to speak?

Based upon the project partners’ experiences and grass-roots work with young people, the project aimed to provide a pedagogical tool to support youth work at local and international level.

Speaker’s Corner is an exercise using non-formal methods to develop an open discussion among the participants as well as reflections for their future actions.

The main objectives of the project are to:

- promote the values of respect and tolerance, no matter our own personal opinions
- boost empathy among people through role play
- contrast hate speech and promote active listening
- discuss serious topics relevant in young people’s lives

CHOICES

While creating the exercise and the material, we were faced with multiple suggestions and requests. We have taken most of them into account, and tried to come up with the best possible format and structure. This meant going through a comprehensive process of trial and error to solve the content-related, practical, and technical issues that came up. Here you can read about the process we went through and the solutions we decided to apply in the end.

But is it an end? We believe further improvements and adaptations are still possible, according to each reality, context and target group. Try it and see for yourself.

- **Two different exercises – because there is no single story**

The first version of Speaker's corner was drafted already in the application phase and fine-tuned during the test phase. Nonetheless, we felt that another tool could be built to better meet partners' needs, especially those working with smaller groups.

In the end it turned into two different exercises, using similar mechanisms and addressing the same topics.

The one we call "classic version" can be played with up to 60 people, with three speakers who can be part of the group of young people, and with only one facilitator (but we recommend, when possible, to be at least two). In this version you can decide to use the role cards, as an alternative to letting the participants be themselves during the exercise.

The "debate version" requires two facilitators (better three) while the group size can be 5 to 30 people. In this version the role play is fundamental, and the involvement of the participants is expected to be higher.

- **Cards for expressions, not for judgement**

Thinking about how to express ideas and opinions, we decided to rely on a very simple system of cards, meaning "I agree" "I disagree" "I don't understand/it's not clear" "I want to say something".

This system allows us to:

- create a direct link between the speaker and the audience;
- emphasise the impact of the audience on the speaker;
- make clear that the opinion refers to what is being said, not to the person saying it;
- establish a list of interventions and turns to give the floor;
- let the speaker finish the sentence and not be interrupted while articulating a thought;
- ease the expression of people who are shy and prefer not to verbally express their opinion when in large groups or with strangers.

- **Shapes and colours, because we love design...and accessibility**

The initial idea in the classic version was to deliberately confuse the speakers by showing them symbols they don't know anything about, also mixing the conventional colours by making red = right and green = wrong, or not using colours at all.

Based on feedback during the test phase we decided that it is enough for the speakers to receive signals from a silent audience, but with the normal use of colours.

At the same time we opted to keep the colours to have a nice and visible set of materials, but to use also different shapes, to allow participants suffering of colour blindness to also understand the messages.

- **Shields are sometimes better than swords (about roleplay and role cards)**

One of the main goals of the exercise is to reinforce the attitude and abilities of young people when it comes to expressing an opinion, to stand for their ideas, to make a step forward to defend their thoughts.

We wanted to make this process as concrete and thorough as possible, but at the same time safeguarding the group atmosphere, the relationships between the participants, and every single young person taking part in the activity.

Therefore, we thought about introducing roles as shields, to ease the process of having a discussion within a group, without having to add your personal opinions to the mix.

During the debriefing phase the uncovering of the roles will be a very sensitive part, to be addressed properly, stressing the fact that people were playing a role.

- **Let me walk a mile with your shoes (role-play and role cards part II)**

The second reason we adopted roleplay is because of empathy. One appreciated exercise in this field is “Take a step forward”, as described in the Compass and Composito manuals of the Council of Europe. The exercise allows the participants to assume the role of a different character (real or fictional), to walk in the character’s metaphorical shoes, and experience some real life situations of this character.

We believe such role-play to be a very powerful mechanism to broaden reflection about categories and stereotypes we often do not know much about and to deconstruct them a bit.

For the participants better to relate with stereotypical characters, we decided to use concrete pictures and descriptions. It took some time to choose appropriate examples, and we made several changes during the test phase. We found it difficult to define stereotypical roles without building up prejudices in the participants, but we now have a selection we believe in.

For roleplay, it is integral the facilitator create a safe atmosphere and stimulate the participants to really step into their roles (see further explanation below).

- **007 – do you really know who I am?**

Giving secret tasks is a very common strategy to stimulate interaction between players in a role-play: they are created to make things happen and to push people towards a specific direction.

In our case, secret tasks are used to boost group dynamics and to highlight ambiguities between the characters being played, their descriptions and objectives, and the players themselves.

During the debriefing phase a specific part is dedicated to uncover the secret tasks to understand why people were acting in such a way and to distinguish between their role and who they are in real life, and to stimulate the reflection about the roles we are playing in our daily life and how much they influence us in our behaviour.

THE EXERCISES

	1. Speaker's Corner	2. Speaker's Corner - debate
Characteristics	Speech based Reaction on cards Speeches done by participants Role play (light)	Debate based Active audience (verbally) 2 facilitators needed Role play
Preparation time	Speakers 1h Audience 15'	Speakers 1h Audience 15'
Players	10 - 60	7 - 26
Age	8+	13+
Time	1.5 - 3h	1.5 - 3h
Material	Speaker's Corner set	Speaker's Corner set

1 SPEAKER'S CORNER

1.1 GUIDELINES

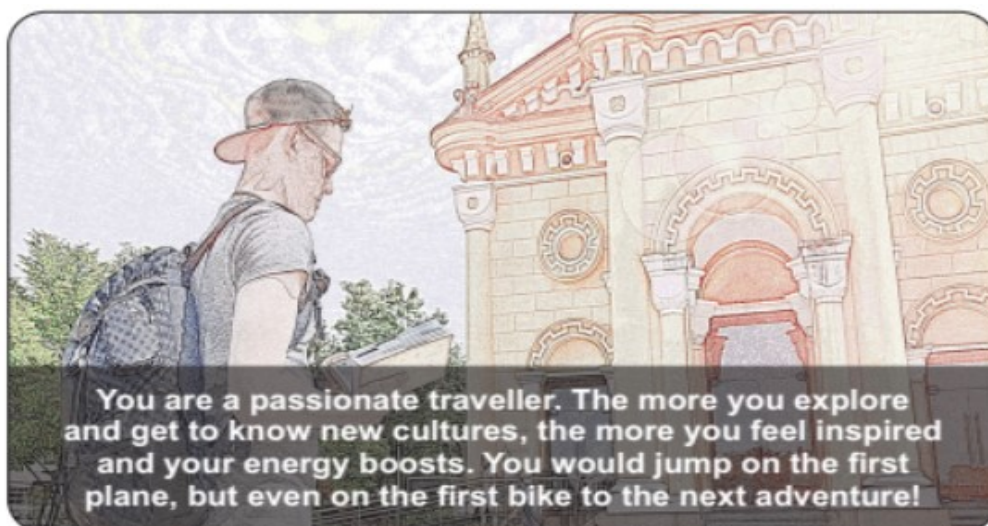
Read the manual carefully. Feel free to adapt the exercise to the target group and the objectives of the exercise.

We suggest to run one of the proposed versions before making a lot of changes or adaptations.

Select three speakers from the participant group and ask them to define a topic they will be able and confident enough to speak about to an audience. See *list of topics* on page 10 for suggestions. Make sure the three topics are different and that the speakers have enough time to prepare (their role can be assigned days before).

1.2 SET and MATERIALS

- **30 Role Cards:** Each player will have the opportunity to be involved in a small role-play. To do so, Role Cards will be chosen or drawn randomly.



- **Secret Task Cards:** The Role Cards might have a secret task attached, depending on the choice of the facilitator. This will boost the interaction between players and the dynamics of the exercise.

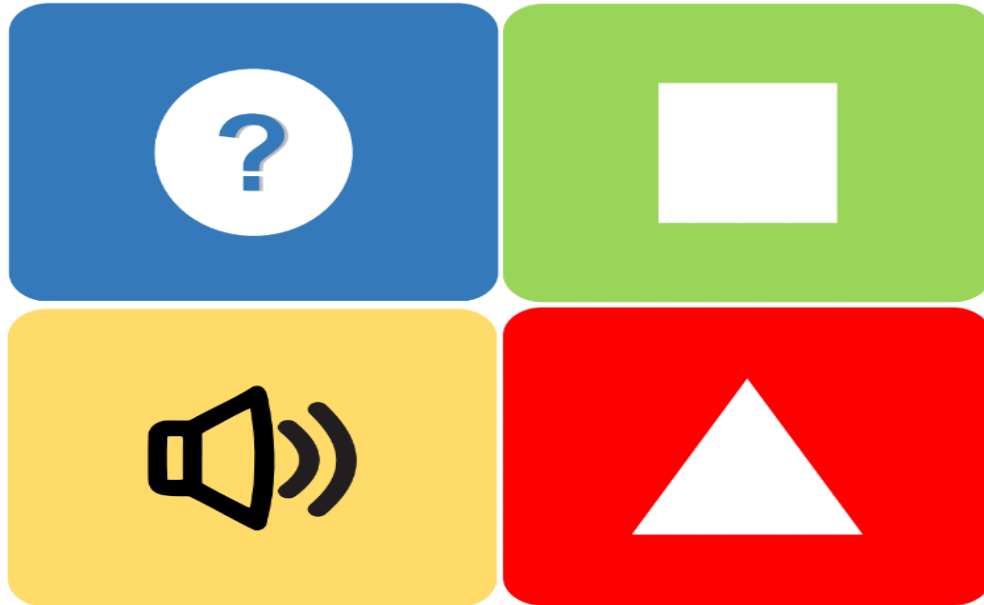
You give 2 times an
applause in every round

Speaker's
Corner



- **Set of Reactions Cards:** Each player should have a set of reaction cards (green square, red triangle, yellow speaker, blue question mark)
 - Green square: can be shown during the speech to support the person speaking or in response to the proposed idea.
 - Red triangle: can be shown during the speech to disagree with the idea being told.
 - Yellow speaker: can be raised to ask for the right to speak. Once this card is played the speaker finishes the sentence and then allows the player to comment. The reply can last up to 30 seconds.
 - Blue question mark: shows confusion by the listener.

The cards can be played an unlimited number of times, except for the yellow speaker card, which can be used only once per speaker/round.



1.3 PLAYERS

A minimum of 10, up to a maximum of 60 players, including the speakers.

1.4 ROOM SETTING

Define the space you are going to exercise, so that:

- speakers are exposed – they can be on a stage, or a chair, or standing if the audience is sitting down;
- speakers can clearly see everyone in the audience;
- audience is comfortable, with chairs or laying on the floor/grass.

Take a higher number of *Role Cards* than the number of participants. Add the *Secret Task Cards* on the flipside if you want to use them. Place the *Role Cards* faced up on a surface (can be a table, the floor, etc).

1.5 EXERCISE STEP BY STEP

1.5.1 Preparation of the SPEAKERS

- Inform them that you will use non-formal methods and approaches.
- Tell the speakers that the audience will have some kind of reaction (not being specified!), and if they see the symbol of a yellow speaker they should allow the person to comment.
- Let the Speakers choose the theme of the speech or work with them on the topic, according to the learning outcomes that you expect as a facilitator. Topics should be agreed so as not to have similar speeches in the same session. Each speech should last 7 to 15 minutes.

1.5.2 Preparation of the AUDIENCE

During the audience preparation phase, the speakers are not allowed to be in the same room.

- Explain the meaning and the use of the *Reaction Cards*.

- In the first round the audience chooses a role by picking up a *Role Card*. They will have to act according to the chosen role: e.g. "You are an old lady". Facilitator will guide the participants to get into the shoes of the chosen role, asking them several questions (see list of questions on page 10).
- In the second round the audience will be given a random role by the facilitator. Similar questions will be made as in the first round.
- In the third round the audience can choose whether they want to play a role of their choice, or to be themselves.
- At the back of the *Role Cards* there might be a *Secret Task Card*, placed by the facilitator. If there is, the participant should follow what is written and try to achieve the secret mission assigned.

1.5.3 ACTION

The exercise should be run in three rounds. Every round sees the speakers come in (all of them). One of them will deliver his/her speech while the audience is reacting with the *Reaction Cards*. The other speakers listen, without reaction cards.

Between rounds the speakers are invited to go out while the audience is prepared for the next speech.

1.5.4 DEBRIEFING

After the exercise, it is important to take time for a proper debriefing. The following questions may help to facilitate the process:

a) EMOTIONAL

- How did you feel during the exercise?
- How do you feel at the end of the exercise?
- What do you think about the exercise?
- *It is important that players express their feelings, especially because some roles are provocative or uncomfortable to play (even if they exist in our society). Let them express the emotions without explaining the reason behind or having to reveal their secret tasks)*

b) THE EXERCISE

- What happened (in general terms)?
- What did you do specifically? Did you stick to your role? Or you reacted as yourself?
- How did you achieve the objective you were given (or not)?
 - *Allow participants to discover each other's secret tasks.*

c) REMEMBER

- What will you remember in the future about this exercise?

d) RELATION REALITY – EXERCISE

- What was this exercise about? Related also with the thematic.
- Can you find similar situations in real life (your life)?
- Do these things happen in reality?

Don't forget to collect the evaluations 😊

1.5.5 SUGGESTIONS AND TIPS

Several options have been explored and tested during the project. Here are some suggestions. Feel free to add more and to tell us about the results!

- ✓ The last speech could be done by the facilitator, delivering a provocative speech.
- ✓ Role cards can be given, chosen or not played during all the three speeches.
- ✓ The exercise can be played with the same speaker, the facilitator, delivering a speech in two rounds: the first an amusing and appealing speech, intended to be appreciated by the audience; the second a provocative one, to see if there is a different reaction.

1.5.6 LIST OF POSSIBLE TOPICS

Domestic political situation	Right to free speech	Political situation in Europe	Migrants and refugees	Plans for the future
TV series	Pollution	Music	Sports	School system
Family	Love	Sex	Healthy lifestyle	Political elections
News and social media	Erasmus+	Computer science	Drugs	How other people influence you

1.5.7 LIST OF POSSIBLE QUESTIONS

Here are some questions you can ask the group to help them get into character, before the role-play begins:

- ✓ What was your childhood like?
- ✓ What sort of house did you live in?
- ✓ What kind of games did you play?
- ✓ What sort of work did your parents do?
- ✓ What is your everyday life like now?
- ✓ Where do you socialise?
- ✓ Do you need to care about tomorrow's lunch?
- ✓ What do you do in the morning, in the afternoon, in the evening?
- ✓ What sort of lifestyle do you have?
- ✓ Where do you live?
- ✓ How much money do you earn each month?
- ✓ What do you do in your leisure time?
- ✓ What you do in your holidays?
- ✓ What excites you and what are you afraid of?

2 SPEAKER'S CORNER – DEBATE

2.1 GUIDELINES

Before you start the exercise, read the guidelines below to make sure that you have thought of everything:

- ✓ You should read all the different roles, as it is important to know and to understand what is written in case of questions before or during the exercise.
- ✓ Make sure that the Speakers are really prepared for the speeches, especially if they are not experienced facilitators.
- ✓ Prepare an envelope for each participant with a role and a name tag with a letter.
- ✓ Prepare your introduction of the exercise. It is important to explain the exercise and the rules step by step to avoid confusion. You don't need to explain the connection between the roles (letters) as they are discovered as soon as the participants read them. And if it doesn't happen, it is good material for the debriefing.
- ✓ After the exercise, give the participants time to share their first impressions before going into detailed debriefing. This part should be run according to the outcomes you want, but be aware that, without a decent debriefing, most of the exercise's purpose and outcomes will get lost.

...and good luck!

2.2 SET and MATERIALS

- ✓ **26 Identification letters:** Printed. All players should stick it like a name tag or a ribbon around the neck, so that it is visible for the other players.



- ✓ **26 Role-play Cards:** Within an envelope / cover or other method to allow only the player with the corresponding letter to read.

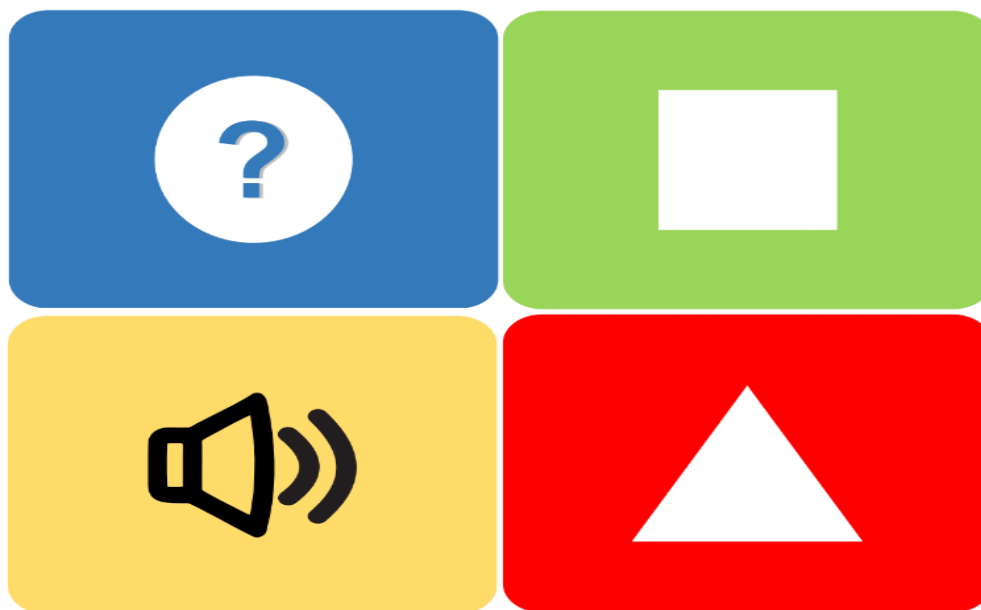
C

You work for an Association which supports people in having a healthy lifestyle. Your job is mainly to talk to people and indicate them some healthy lifestyles: regular sports, healthy eating and prevention of risk behaviors (tobacco, incorrect postures, drugs, alcohol, sedentary lifestyle, among others). **E** is your co-worker but does not take the job very seriously.

You and **E** had a relationship in the past that did not go well. You do not want anyone around you to know about this past relationship.

You always disagree with **E** and should show the Red card with a triangle at least 3 times during the speech of **E**.

- ✓ **26 Sets of Reaction Cards:** Each player should have a set of Reaction Cards (green square, red triangle, yellow speaker, blue question mark)
 Green square: can be shown during the speech to support the person speaking or the proposed idea.
 Red triangle: can be shown during the speech to disagree with the idea being told.
 Yellow speaker: can be raised to ask for the right to speak.
 Blue question mark: it shows confusion by the listener or the will to ask a question.



2.3 PARTICIPANTS

A minimum of 7 players, up to a maximum of 26 players including the speakers.

It is also possible to run it with bigger groups, even if not recommended. For this option you should keep the same number of Speakers and print the number of roles that you will need in addition (*e.g.: If you have 30 players, besides this set you should also print twice: C, D, E & F role-playing cards*).

The exercise is suitable for all age groups from 13 upwards, using the same set of game components and game rules. Small adaptations need to be made, however, according to the profile of the players.

2.1 ROOM SETTING

For this exercise we suggest forming a circle, so that it is easier for the participants to see each other, their reactions (that might provoke even more reactions) and also their role-letter.

You should prepare the number of chairs according to the number of participants, including the speakers and you as a facilitator (if you are not one of the speakers, you can easily check out the reactions and make notes for the debriefing).

You can place on each chair the identification letter and the envelope with the role-play description.

2.2 TOPICS, ROLES, CONNECTIONS AND SECRET TASKS

Make sure that you as a facilitator know which role-letters are related to the thematic you want to work on.

TOPIC TABLE	ACRONYM	RELATED LETTERS
Healthy Life Style	HLS	C, E, O, R, W
Immigration	IMI	D, F, J, K, S, Z
Environment	ENV	G, I, N, Q, T, V, Y
Democracy	DEMO	D, F, H, J, K, V, Y
Human Rights	HR	D, H, I, J, K, M, P, X
Gender equality	GE	D, K, M, P, U, Y
LGBT	LGBT	E, J, L, M, U
School System	SCH	F, H, K, O, T
Technology & Social Media	TSM	G, H, I, L, N, T, Y

Here you find an overview containing: topics, brief description of each letter (does not dispense the reading of each role-play), the connections between letters and the secret mission for each role, if any.

LETTER	TOPICS	ROLE-PLAY	CONNECTIONS	SECRET MISSION
A	ALL	Speaker – In favour.		
B	ALL	Speaker – Against.		
C	HLS	Works in an Association of Healthy Life Style.	Works with E Have a secret relation with B	Disagree with B (Red Triangle)
D	IMI/ DEMO/GE/ HR	Influence friends on politics, is upset with the world situation.	Doesn't know C Long time friend of B	
E	HLS/LGBT	Works in an Association of Healthy Life Styles in the area of sexuality.	Works with C	
F	IMI/DEMO/ SCH	Immigrant (illegal entry). University Director. Does anything for money.	Married with D (relation with secrets)	Agree with A (Green Square)
G	EMS	Unemployed. Environmental Activist who uses new technologies to spread the word.	Friend of E	Agree with A (3 applauses)
H	DEMO/HR/ GE/ SCH/TSM	Student of Human Rights. Wants to change the world.	One-night stand with A	
I	ENV/HR/TS M	Hacker knowing confidential information that multinationals are influencing the US, Chinese, and Russian governments.	Big friend of G	Supports G (Green Square)
J	IMI/DEMO/ HR/ LBGT	Transsexual working in an LGBT association. Elected Mayor.	Has an assumed relation with A	Agree with A (2 applauses)
K	IMI/DEMO/ HR/	Gender Equality activist. In political exile. Works as a	Met and really likes D	Supports D (Green square)

LETTER	TOPIC	ROLE-PLAY	CONNECTIONS	SECRET MISSION
L	LGBT/TSM	teacher in a rural area. Homophobic. Lives in a rural area. Believes that new technology pollutes the human mind.	Married with E, but they have a very difficult relationship	Disagree with A (3 times Red Triangle)
M	HR/GE/LGBT	Priest. Believes that women should be submissive.	Son of L and E	
N	ENV/TSM	CEO of a multinational corporation. Corrupts government officials to break the environmental rules.	Was a good friend of I	
O	HLS/SCH	Drug addict. Enjoys the pleasures of life.	Son of C and B. Never had contact with B. Friend of F	Agree with B (3 times Green square)
P	GE	Works in a multinational corporation. Has a high position and made a complaint of sexual harassment.	Has an intimate relation with N	
Q	ENV	Agronomist. Works in a company responsible for the reforestation of Amazon rainforest.	Brother/sister of N	
R	HLS	Was an obese person, but after a diet became paranoid with exercises and diet.	Son of B	
S	IMI	Runs a business based on illegal immigration. Has influence on local authorities. Is the President of an Immigration Support Organisation (to hide the real business)	Paid by F to enter the country illegally	
T	ENV/SCH/TSM	Parent. Doesn't trust the school system, gives lessons at home and creates a learning community.		Agree with B (3 times green square)
U	GE/LGBT	Works at a Human Resources Recruitment Centre. Is part of the LGBT community and gives priority and preference on hiring people of his/her	Friend of J and M	Supports the connection letters (J&M) (Green square)

		gender. Part of an organisation that argues that each gender must have a distinct role.		
V	ENV/DEMO	Billionaire businessman. Runs for President at national election. Doesn't take minorities' rights into account.	Friend of N from whom receives money	Agree with B (3 times applause)
LETTER	TOPIC	ROLE-PLAY	CONNECTIONS	SECRET MISSION
W	HLS	Athlete that is using doping. Also likes to enjoy life with friend and to consume alcohol and drugs.	Best friend of O	
X	HR	During a terrorist attack, saved people and killed the terrorist. Became a national and international hero. Started killing people that are threats to society.	Son of T	
Y	ENV/DEMO / GE/TSM	Was mistreated by family and friends. Lives in anger about his/her life situation.	Has a relationship with T but is jealous of T's success.	Disagree with A and B (3 times red triangle)
Z	IMI	Left the country of origin and became homeless by choice.	Friend of G and son of T	

2.3 EXERCISE STEP BY STEP

2.3.1 Preparation of the SPEAKERS

- ✓ Inform them that you will use non-formal methods and approaches.
- ✓ Let the Speakers choose the topic for the speech or work with them on the topic, according to the learning outcomes that you expect as a facilitator.
- ✓ You can choose whether to anticipate to the speakers the reactions that might appear during their speech, or not (you can even try both ways and check what is the best. It depends on the expected learning outcomes that you want as a facilitator).
- ✓ Make sure that both speakers are comfortable enough to speak in front of the public with different opinions (especially if you decide not to explain about Reaction Cards). This can also be part of the debriefing.
- ✓ Explain that the first speech is by Speaker A and the last one is by Speaker B. By the end of the exercise, they should also have a moment of debate between them.

2.3.2 Preparation of the AUDIENCE

- ✓ Invite the players to take a seat in the circle.
- ✓ Ask them to put their identification letter and explain from this moment on their name is C, H, P, according to the letter they have.
- ✓ Ask them to open and read what is in the envelope.
- ✓ Do not explain anything about the topic that you are going to work with. Leave the participants to relate to the topic according to their own role. This might be very rich in the end.
- ✓ Explain how things will work (*attention: if you choose not to inform the speakers about reactions, they cannot be in the room during this explanation*).
 - You all received an envelope with a specific role.
 - 2 people will come and deliver a speech.
 - You can interact with the reaction cards.
 - Explain their meaning and use.

2.3.3 DEBRIEFING

After the exercise it is important to take time for a proper debriefing. The following questions may help to facilitate the process:

a) EMOTIONAL

- How did you feel during the exercise?
- How do you feel at the end of the exercise?

- What do you think about the exercise?
- *It is important that players express their feelings, especially because some roles are provocative or uncomfortable to play (even if they exist in our society). Let them express their emotions without explaining the reasons behind, or having to reveal their role or secret tasks).*

b) THE EXERCISE

- What happened (in general terms)?
- What did you do specifically? Did you follow your role-play? Or did you react as yourself?
- How did you achieve the objective you were given (or not)?
- *Allow participants to discover the connections between them: they have no clue about that. If they don't speak, introduce this discussion (e.g.: Letter R, how was it to be son of Speaker B when Speaker B doesn't even know he/she has a son)*

c) REMEMBER

- What will you remember in the future about this exercise?

d) RELATION REALITY – EXERCISE

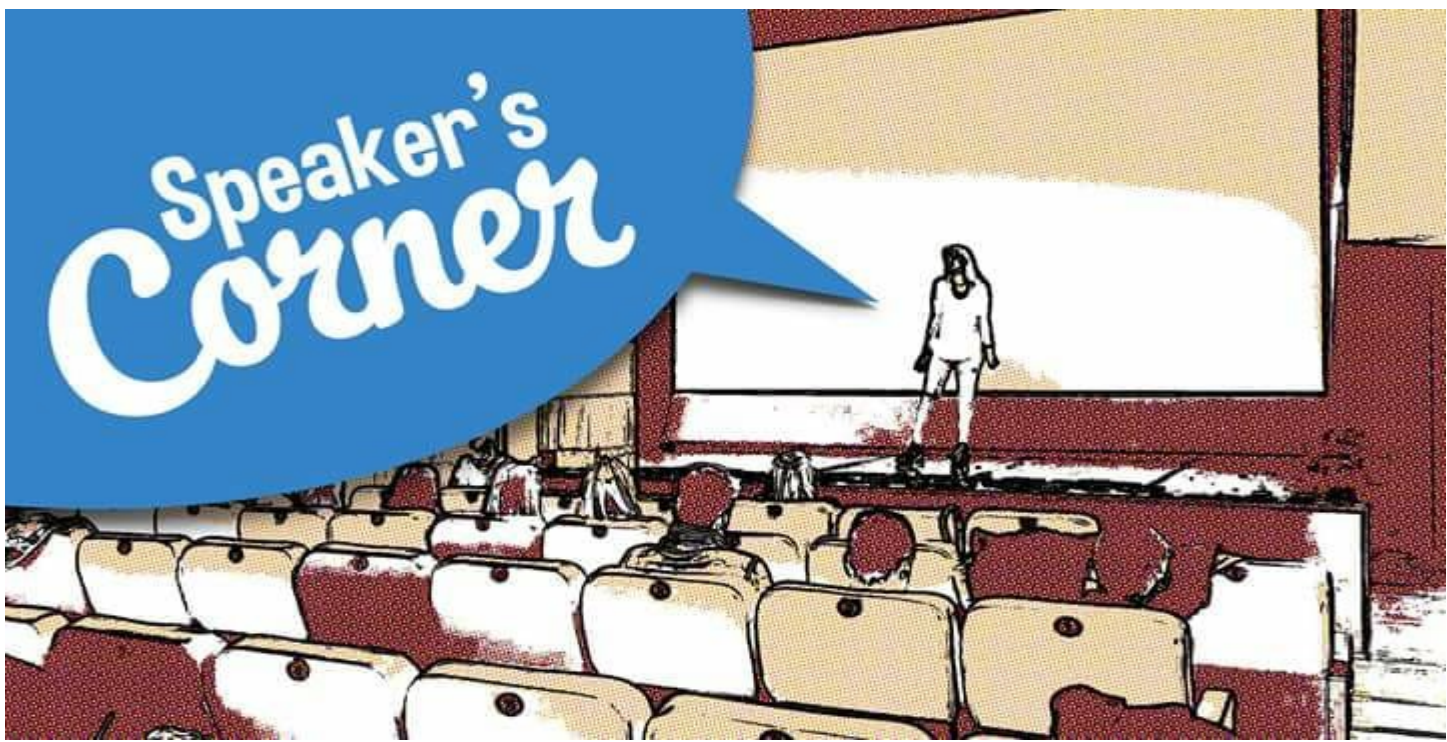
- What was this exercise about? Related also with the topic.
- Do you find similar situations in real life (your life)?
- Do these things happen in reality?

Don't forget to collect the evaluations 😊

2.3.4 SUGGESTIONS AND TIPS

- ✓ During the debating phase the Speakers A-B allow the audience to give opinions on the topic. In some groups it will be necessary to announce it clearly, so that the participants know that they are allowed to use the Reaction Cards not only to show their opinions (green square and red triangle), but to speak out loud (using the yellow speaker and the blue question mark).
- ✓ You, as a facilitator, should know that letters can react not only on Speakers but also on their connection letters (according to the table of connections & secret tasks). It's good to take notes for the debriefing on this point.
- ✓ You can print the table of Connections & Secret Tasks and use it by marking the reactions they show during the speech and the debate. It will be a very useful support for the debriefing.

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