

TITLE OF ACTIVITY

ABOUT MYSELF

STAGE OF ACTIVITY

TIME

STAGE 1: Get to know

20/60 minutes

MATERIALS

Post it - Pens

DESCRIPTION

Each participant writes 3 sentences about himself, one of which is false.
Participants walk in space and when they meet someone, divide into pairs, have to guess which sentence is false.

1° TURN

“3 sentences about hobbies, tastes or actions I like to do, one of which is false. No questions, only guess!”
5 minutes to prepare the sentences and 10 minutes to play.

2° TURN

“3 places that are important for me or I like most. Guess which one is false. You can ask me questions!”
5 minutes to think about places and 10 minutes to play.

3° TURN

“3 short stories about my name. I tell you the stories, you guess which one is true. Then you have to tell all three stories to the rest of the group, and the group has to guess by voting which is the true story of my name.”
5 minutes to prepare the stories and 25 minutes to tell.

For new turns, invent your own!

DEBRIEFING ELEMENTS

“Was it difficult?” - “Did you discover something new about yourself?” - “And what about other people?”
[Participants begin to link the name to the person, thanks to personal tastes, opinions and characteristics.]

TITLE OF ACTIVITY

INTERACTIVE PORTRAITS

STAGE OF ACTIVITY

TIME

STAGE 1: Get to know

Approximately 30 minutes

MATERIALS

- Music and speakers
- Pencils, markers and A4 white papers for everyone

DESCRIPTION

Every person takes a paper and writes on top only their name.

The participants are going to draw the portrait of someone else in little steps.

When the music is played, the papers get passed around as quickly as possible.

When the music stops you have the paper with someone's name in your hand and you draw part of the portrait of that person. The drawing is in steps.

First only the shape of the head, 2nd round only the hair, 3rd round you draw only the ears, 4th round only the eyes..... etc. Until you have completed the whole portrait. In the end the person gets their own portrait back, drawn by a lot of other people.

For the passing of the paper between the rounds you can give different assignments: For example passing to the back of you, passing the paper with closed eyes, passing under your legs, super-fast or in slow motion. You can think yourself what is possible. Also you can play a music video on YouTube at 0.5x speed for the slow motion effect.

When Finished everyone gets to keep their portrait

DEBRIEFING ELEMENTS

When Finished you can ask the participants how it was.

- What was challenging?
- What was easy?
- Do they now remember the name of someone better?

TITLE OF ACTIVITY

STATUES

STAGE OF ACTIVITY	TIME
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STAGE 2: The theme	10/40 min.
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MATERIALS

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DESCRIPTION

Work in two or more groups, based on the number of participants. One group chooses a topic or situation for the other group, which puts it on stage with the statues exercise. Each participant takes a fixed position with the body based on what they feel when thinking about the topic. No words, sounds or movements are allowed. Just a pose and a facial expression.

ADDITIONAL PHASE:

The facilitator says: "The first time I felt excluded was..." and each participant answered by taking the position.

DEBRIEFING ELEMENTS

"What didn't work and makes no possible *inclusion*?" - "How do you feel about the scene?"
After the exercise all the participants can choose the theme in a shared way.

TITLE OF ACTIVITY

ZAP!

STAGE OF ACTIVITY	TIME
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STAGE 2: The theme	10 min.
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MATERIALS

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DESCRIPTION

Participants are divided into groups of five members. Each group tells a story about a specific topic. The participants stand in a row and crouch: the facilitator gives the command <i>zap!</i> to one of the participants who stands up and tells a piece of the story, until the facilitator calls another participant with the <i>zap!</i> command. The game continues until everyone has completed at least two turns.

DEBRIEFING ELEMENTS

“What didn’t work and makes no possible <i>inclusion</i> ?” - “How do you feel about the scene?” After the exercise all the participants can choose the theme in a shared way.

TITLE OF ACTIVITY

The Village

STAGE OF ACTIVITY

TIME

STAGE 2: The theme

10 - 30 min

MATERIALS

Limited area

DESCRIPTION

The village is an activity which is called social presencing theatre. The word of presencing is a combination of presence and pre- sensing. It is part of the Theory U. The village is an exercise to listen with all the senses and interact in the most natural way, without overthinking it. Bringing people into a space not only to let go, but to let come (whatever comes) The aim is to experience, feel and experiment in a group as a social body. Social presencing is mainly focussing on listening with all your senses and it invites participants to create a new mindset and new type of connections with people around.

1: Explain the activity and the concept

2: you can start with a 'warming up exercise' of everybody lying on the floor and take 10 -30 seconds to go from lying down to standing up. People should be focused on their body and not let their mind and thoughts rule the movement...just do as it feels good.

2: 20 minutes of social presencing theatre. In each 'round' or phase of the village, there are different kinds of things people can do. In phase one it is lying, sitting and standing (and within that be in stillness or movement). No direct routine interaction (looking in the eye, smiling at each other, etc.). In phase two maybe people can dance too. In phase 3 you could add the greetings (small greeting movement, like a bow, or a small tap on the shoulder, with direct eye contact

3: debriefing the activity and how listening with all senses create new interesting interactions., discussing the feelings, but also the 'invitations' that saw/ felt and how we reacted. Also the observer gives back his/her observations.

DEBRIEFING ELEMENTS

When Finished you can ask the participants how it was.

- How was it?
- What was easy/hard?
- What was your communication?
- You felt included/excluded?
- What happened?

TITLE OF ACTIVITY

REVERSE STORIES

STAGE OF ACTIVITY	TIME
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STAGE 2: The theme	10 min.
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MATERIALS

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DESCRIPTION

The participants, divided into groups, tell a fairy tale or a known story in which, however, some elements have changed in relation to the theme (bullism, LGBTQIA+, racism, pollution ecc...).

DEBRIEFING ELEMENTS

“What stuck and makes no possible <i>inclusion</i> ?” - “How do you feel about the scene?” After the exercise all the participants can choose the theme in a shared way.

TITLE OF ACTIVITY

THE PATH OF THE CHARACTERS

STAGE OF ACTIVITY	TIME
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STAGE 3: Characters	40 min.
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MATERIALS

Pens - Sheets of paper

DESCRIPTION

Participants write a list of characters with different characteristics: age, gender, sexual orientation, social class, etc. The characters are written on small sheets: each participant randomly draws one, without revealing it to the others. After that, everyone gets on a line. The facilitator says a series of actions and each participant, based on his/her character, if he/she can perform that particular action takes a step forward, otherwise he/she remains still.

DEBRIEFING ELEMENTS

At the end of the actions the discussion starts on the positions of each character:

“How do you feel?” - “Why are your characters like this?”- “What are the differences between characters?”

TITLE OF ACTIVITY

Photo Storytelling

STAGE OF ACTIVITY	TIME
STAGE 3: Characters	Approximately 45 minutes

MATERIALS
<ul style="list-style-type: none">• Some interesting, mystical, weird or funny photo's (3 or 4), where it is completely unclear what is on the photo or why the photo is made.• Computer with a projector to show the photo's or the photo's printed several times (one for every group or person) on paper.• Pens and paper to write for everyone

DESCRIPTION
<p>This activity can be done in pairs or individually. The facilitator can decide this based on the group, or the participants can decide themselves.</p> <p>Show one of the pictures on the projector or give the persons / groups the printed picture.</p> <p>Give each person / group pens and papers and ask them to in 5-10 minutes to write a short story about what is in the picture. Ask them to use their creativity. As a help, you can tell the participants that maybe the photo is the end of a story, the beginning, or the climax. Stimulate them to think of something magical that is happening around this picture, so that they do not write something to rational.</p> <p>Repeat with more pictures. Its is possible to change groups in between, so that participants can work together with other people as well.</p>

DEBRIEFING ELEMENTS
<p>When Finished you can ask the participants how it was to do the activity.</p> <ul style="list-style-type: none">• Was it easy or difficult?• Did they find themselves creative or not?• What was something in the photo that gave them the first lead for a new story?• Can they connect something from story-theory to their story?

TITLE OF ACTIVITY

PHOTO STORYTELLING (BASIC VERSION)

STAGE OF ACTIVITY

TIME

STAGE 4: Locations

40 min.

MATERIALS

Photos (digital or printed) - Pens - Sheet of paper

DESCRIPTION

Participants see some photos of different places. The task of the participants is to create a short story and a title, starting from the suggestions that the photo gives them.

A useful suggestion is to observe as many details as possible, they can help in the invention of the story.

Each place contains fundamental elements that characterize a story: it suggests a *social context*, a *chronological time* and a *geographical position* (whether realistic or fantastic).

Interesting to start with a photo that presents a person from the back or not very recognizable so that he can become more characters depending on the participant's point of view: a human figure or similar inside a photo can make the construction of a story easier. For this reason the second photo can be a place that has no characters, but only objects or environment. In this way the creation of a story can be more difficult, but the participant has even more freedom of interpretation.

DEBRIEFING ELEMENTS

“Why did you choose that place?” - “What elements within the photo suggested exactly that context/time/characters? Why?” - “If this photo was a frame from your movie, where would it be in the timeline of your story?”

Capture every interesting element of the story produced by the participants to create a discussion about the "place": basically a place already contains a lot of useful information about *social context*, *chronological time* and *geographical position* (whether realistic or fantastic).

TITLE OF ACTIVITY

Photovoice Storytelling

STAGE OF ACTIVITY

TIME

STAGE 4: Locations

Approximately 60 minutes

MATERIALS

- Some different toy figures. Enough for everyone to have a good choice
- Everyone or every group needs to have a camera (normal or smartphone camera)
- Projector to present the photos later.

DESCRIPTION

This activity can be done individually or in pairs. Participants can decide themselves what they prefer.

Ask every person or pair of persons to pick one or more toy figures that they want to use for the activity.

Tell the participants to use the toy figure to create new locations, interactions and perspectives. Maybe something is really small, but if you put a smaller figure next to it, it becomes something big. Also tell them that they can look at how their figure can interact with the surrounding or how the presence of the figure changes the environment. Tell them to really look with a 'creative' eye and look for stories in a picture they see.

Ask the participants to then take a photo of this setting or interaction. You can give them the instruction to make one photo, more photo's or even a story in a series of photo's. Or just give participants the freedom to choose themselves.

Ask participants to send you the pictures. You can either make a gallery of printed pictures, make a slideshow of the pictures on a projector, or print the pictures out for the participants.

You can decide if you want to ask the participants to share the story of the picture or just to leave it for everyone's imagination.

DEBRIEFING ELEMENTS

When Finished you can ask the participants how it was to do the activity.

- Was it easy or difficult?
- How did they feel doing it?
- Did they go looking for stories or did the stories find them?
- How did the figures change the locations or environment?
- How does location or surrounding influence their stories?

TITLE OF ACTIVITY

THE MAGIC OBJECT

STAGE OF ACTIVITY	TIME
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STAGE 5: Objects	10 min.
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MATERIALS

One or more common objects

DESCRIPTION

Generic Magic Item - Each participant takes the same common object and tries to mimic its use, in a creative way, while the others try to guess what it is.

Thematic Magic Item - Each participant takes the same common object and tries to mimic its use linked to the theme in a creative way, while the others try to guess what it is.

DEBRIEFING ELEMENTS

“It was difficult?” - “Why?” - “Who could be the owner of the object?” - “How can you use this object in real life?”

TITLE OF ACTIVITY

MAGICAL OBJECTS & SUPERPOWER IMPROV

STAGE OF ACTIVITY

TIME

STAGE 5: Magical Object & Superpowers

Approximately 60 minutes

MATERIALS

- A nice space for movement with enough space for all the people
- Some prepared warm-up improvisation activities
- Music and speaker

DESCRIPTION

First you start with some improvisation warm-up activities. There are a lot of these small activities that you can find only. It can be activities with movements, getting energy in the group, following each other's movements, depicting objects or certain settings.

Normally it is good to have about 30 minutes of different small activities which do not require much acting. This can really help people who are a bit shy or do not really like to improvise.

When really warmed up, ask the group to stand in a big circle.

Ask one person to step into the circle and think of a normal object and to act out what it is. The other participants have to guess what it is. The person who guesses right goes next into the circle.

The next step is magical objects and superpowers. Ask a person to step into the circle and say: "I have a magical and it does" or "I have a magical power that"". After saying it the person acts out using this magical object. Then another person steps into the circle and says: "Yes, but you can only", giving a limitation to the object or superpower and then starting to act this out. For example, somebody has a bucket which gives unlimited water. The next person steps in and says: "Yes, but when you use it you always spray the water in your own face" and then acts out how this looks like.

After someone said "Yes, but....", you stop and someone new starts with a new object or superpower. Continue until everyone has had a chance to act out some object/superpower and a limitation.

DEBRIEFING ELEMENTS

When Finished you can ask the participants how it was to do the activity.

- Was it easy or difficult?
- Did they find themselves creative or not?
- How was it to act out something in front of the group?

TITLE OF ACTIVITY
THE OBJECT POINT OF VIEW

STAGE OF ACTIVITY	TIME
STAGE 5: Objects	30 min.

MATERIALS
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DESCRIPTION
<p>Participants tell the story from the point of view of an object by working on theatrical improvisation. One of the participants plays a character linked to the theme (better if the character is in a bad or stuck situation), who remains motionless on stage. One participant at a time steps in and tells the story of that character from the point of view of an object, without revealing the object's identity.</p>

DEBRIEFING ELEMENTS
<p>“Did all of you understand which objects were in the scene?” - “What if the object could speak to the character?” - “What kind of magic could help the object in resolving the character's situation?”</p>

TITLE OF ACTIVITY

LOOKING FOR THE SPECIAL CARD

STAGE OF ACTIVITY	TIME
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STAGE 6: Special Card	30 min.
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MATERIALS

Characters, locations and objects cards

DESCRIPTION

The participants are divided in groups of 4. Each group draws 2 characters, 1 object and two places. Each group creates a story and tells it. Important rules: the story must have a clear beginning and an end and each of the participants must tell a piece of the tale.

DEBRIEFING ELEMENTS

At the end of the first story round: <i>“What can help you develop the story better? Which special card can be used?”</i> Examples: Difficulty card [different languages, physical impediments, superpowers], event card [environmental disasters, special moments as wedding or abandonment] or action card [acts of violence, new laws, spells]. Each group can tell the story again with the special card. <i>“What is changed after the use of the special card?”</i>

TITLE OF ACTIVITY

What Happened?

STAGE OF ACTIVITY	TIME
STAGE 6: Special cards	Approximately 45-60 minutes

MATERIALS

- Computer and projector
- 1 or more short (animation) movies ready on YouTube (there are a lot on YouTube)
- Pen and paper to write for every participant

DESCRIPTION

Participants can do this activity individual or in pairs

Show a short movie on the projector.

Tell the participants (and give some examples) of plot twists in stories. Usually this is an event where something happens that completely changes the story and surprises everyone.

Ask the participants to use the short movie and to create and think of a specific event, which has led to the story of the short movie or starts with the end of the short movie. The event has to create a plot twist so that the story they come up with is not predictable.

Ask the participants to share the stories of their events

You can decide to repeat again with one or more short movies.

DEBRIEFING ELEMENTS

When Finished you can ask the participants how it was to do the activity.

- Was it easy or difficult?
- How did they feel doing it?
- How did you come to your plot twist / event?
- Do you know examples of other stories where one event can change the whole story?
- Have you had a certain event like that in your own life story?