



From spectators to spect-actors: using forum theatre to explore global citizenship

*A resource booklet for teachers, youth workers
and facilitators*

Kent and the Wider World

Kent and the Wider World is a Commonwork project



COMMONWORK

*Working towards sustainable solutions
in farming, the environment and education*

About Kent and the Wider World

Kent and the Wider World is a project of Commonwork Land Trust, a registered charity as well as an organic farm and study centre, which works towards sustainable solutions in farming, the environment and education.

Kent and the Wider World aims to:

- raise awareness of global issues and the links between people in Kent and Medway, and the wider world
- enable people to take action for a world that is more socially just and environmentally sustainable.

Kent and the Wider World offers a range of services and activities including:

- resources for teachers, schools, youth, faith and community groups
- continuing professional development programme for teachers and facilitators
- workshops in schools and for youth, faith and community groups on global issues.

In 2006, Kent and the Wider World:

- delivered workshops to over 900 children and young people
- provided training for over 120 teachers, youth workers and other educators
- distributed thousands of newsletters and loaned resources and artefacts to teachers, youth workers, advisors, members and others.

Kent and the Wider World is one of 45 development education centres in the UK and is affiliated to the Development Education Association. It is a member of LaSER, a consortium of London and Southeast England Regions, which works with teachers and educators to bring a global dimension into the classroom. LaSER is funded by the Department for International Development.

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Foreword

We live in one world. What we do in Kent, Medway or the UK affects others and what others around the world do affects us as never before. Globalisation affects the clothes we wear, the music we listen to, the food we eat, the jobs we do, and our environment.

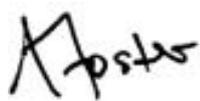
To recognise that we are all members of a world community and that we all have responsibilities to each other is a modern reality. It is therefore important for our children to learn about and understand the world they live in, so that they can be better 'global citizens'.

One of the priorities of Kent's Children and Young People's Plan for 2006-2009 is to **improve participation and engagement by all children and young people and their families in youth, cultural and community activities**. Many are already making a positive contribution, for example, 25,000 young people voted in the democratic elections to select the 48 members of Kent Youth County Council.

In Medway, children are also actively involved in influencing change, for example there is a strong youth parliament. Medway's Plan for 2006-2009 highlights certain priorities including **providing children with positive activities to encourage personal and social development**, and **contribute to community cohesion**, given that there are over 30 languages spoken in the area.

Kent and the Wider World, a voluntary organisation, addresses these priorities in Kent and Medway. By working in schools, youth centres, faith and community organisations, it raises young people's awareness of global issues and enables them to take action for a world that is more just and sustainable.

We wholeheartedly support the contribution that Kent and the Wider World has made over the last 20 years to the development of our children and young people, and look forward to working together over the next 20 years.



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Steve Williams
14-19 Strategy Manager
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Contents

Introduction

An introduction to global citizenship

An introduction to forum theatre

A step-by-step guide to forum theatre

A practical toolkit: session plans

Taking it further: the whole school approach

Further reading, useful resources and websites

Page no

2

3-4

5-7

8-9

10-15

16

16

Introduction

About this resource: aims and target audiences

This resource introduces teachers, youth workers and others to the concepts of global citizenship and forum theatre. It includes step-by-step session plans with information on getting started, warm-up games, exercises and activities.

The booklet is suitable for youth workers and teachers at Key Stages 2-4 in Citizenship, Drama, English, Geography, PSHE, RE and cross-curricular work as well as development education and theatre-in-education practitioners.

Kent and the Wider World is committed to Oxfam's Education for Global Citizenship. It enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfil their potential.

Forum theatre as a participatory form of theatre is a powerful tool to explore global citizenship. It changes the spectator from a passive to an active participant through dialogue about issues of concern.

Background to the resource: project methodology

This resource was produced as part of a one-year project conceived and implemented by Kent and the Wider World in partnership with forum theatre specialist, Ade Powell from Thirty Three and a Third. It was piloted with Year 10 students and the Head of Drama at Brockhill Park Performing Arts College in Hythe, Kent, in 2005-2006.

The aim of the project was to support the teaching of global citizenship through the use of forum theatre. It was delivered through a regular period of an hour each week over the course of two terms.

Initial sessions included activities designed to build trust, gauge the young people's knowledge and awareness of global issues, and introduce global citizenship concepts.



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Forum theatre piloted by Brockhill Park Performing Arts College



Kent and the Wider World

Teachers become spect-actors at the INSET event

We then began the process of theatre using various games and exercises to develop confidence, cooperation and support within the group, spontaneity and creativity.

Forum theatre works most effectively when those involved as the actors and audience have a stake in the piece of theatre and can identify with the issues. The students were therefore encouraged to develop stories based on their personal experiences. These ideas were turned into two short plays, which the students continued to rehearse after school hours.

In forum theatre there is a central character or **protagonist** who is experiencing difficulties. The facilitator or **joker** invites the audience or **spect-actors** to replace the protagonist at any point in the scene and to act out an alternative action that might lead to a resolution. The piece can be replayed several times with different interventions by the spect-actors resulting in an examination of alternatives, ways of overcoming the problems and ultimately a positive outcome for the central character.

This project culminated with a piece of forum theatre performed by students at an in-service training day (INSET) held in summer 2006 at Brockhill College with an audience of around 70 teachers, students, development education practitioners and other educators.

The project had a positive impact on the students involved including improved listening skills, increased confidence, better cooperation and team work, greater understanding of and ability to deal with conflicts, and improved behaviour in school and at home. The project formed part of the programme of study of the participants' drama GCSE course.

An introduction to global citizenship

Global citizenship is looking at worldwide topics and situations, and how we can make a difference and help. If we can inform and empower our students to look at everyday situations from a different perspective, it might enable them to diffuse or deal with matters in their lives.

Teacher

Why global citizenship?

An unpublished survey by Oxfam showed that the majority of primary school children approached had an interest in local and global issues. Children and young people are aware that they live in an increasingly interdependent world which affects all aspects of their lives. Many understand the power they have as individuals to make choices or take action.

A 2005 MORI research study of 11 to 16-year-olds on behalf of the Department for International Development revealed that the proportion of pupils learning about developing countries in school has risen since 2000 from 47 per cent to 53 per cent. The proportion of students who would like to find out what is happening in developing countries in school has also increased from 36 per cent to 41 per cent. The number of young people who do not want to find out any more about developing countries has fallen from 19 per cent in 2004 to 13 per cent in 2005.

Global citizenship is more than teaching children to buy fair trade products or recycle their waste. Developing knowledge and understanding of issues such as globalisation, sustainable development and diversity are important. But equally important are the skills, values and attitudes that global citizenship and citizenship education can instil in children and young people, for example, critical thinking, respect, cooperation, conflict resolution and self confidence. It enables them to make a positive contribution and prepares them for the challenges and opportunities of adult life.

The terms *Development Education*, *Education for Sustainable Development*, *Global Dimension* and *Global Citizenship* all relate to the same basic aims and principles of actively promoting social justice, equity and sustainable development.

Responses to the question, 'What can we do to make the world a better place?': 'Help prevent global warming, stop discrimination, stop war, ban cigarettes, more hospitals, more fair laws, give more money to charity, share food equally, everyone get along, get rid of nuclear power plants...'

Students

What is global citizenship?

Oxfam defines **the Global Citizen** as someone who:

- is aware of the wider world and their own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the *local to the global*
- is willing to act to make the world more equitable and sustainable
- takes responsibility for their actions.

Commonwork



Children learn about global citizenship

Oxfam's **Education for Global Citizenship** encourages children and young people to explore, develop and express their own values and opinions, whilst listening to and respecting other

people's points of views. It is relevant to all areas of the curriculum, all abilities and all ages, and ideally, should be incorporated throughout the whole school community.

Education for Global Citizenship is not:

- too difficult for children to understand
- mostly or all about other people and places
- telling people what to think and do
- providing simple solutions to complex issues
- an extra subject to cram into a crowded curriculum.

Key elements of global citizenship

There are three key elements of responsible global citizenship:

- knowledge and understanding
- skills
- values and attitudes.

The table below breaks down these three key elements to show progression and differentiation through Key Stages 2, 3 and 4. **Extracts from Oxfam's Curriculum for Global Citizenship for Key Stages 2-4**

	Key elements of global citizenship	Ages 7-11 Key Stage 2	Ages 11-14 Key Stage 3	Ages 14-16 Key Stage 4
Knowledge and Understanding	Social justice and equity	<ul style="list-style-type: none"> ● fairness ● inequality 	<ul style="list-style-type: none"> ● inequalities within and between societies ● basic rights and responsibilities 	<ul style="list-style-type: none"> ● causes of poverty ● different views on eradicating poverty ● role as Global Citizen
	Diversity	<ul style="list-style-type: none"> ● contribution of different cultures ● prejudice 	<ul style="list-style-type: none"> ● understanding issues of diversity 	<ul style="list-style-type: none"> ● deeper understanding of different cultures
	Globalisation and interdependence	<ul style="list-style-type: none"> ● trade between countries 	<ul style="list-style-type: none"> ● interdependence ● political systems 	<ul style="list-style-type: none"> ● world economic and political systems ● ethical consumerism
	Sustainable development	<ul style="list-style-type: none"> ● people and the environment ● our potential to change things 	<ul style="list-style-type: none"> ● different views of economic and social development 	<ul style="list-style-type: none"> ● global imperative of sustainability ● lifestyles for a sustainable world
	Peace and conflict	<ul style="list-style-type: none"> ● causes of conflict ● strategies for tackling conflict 	<ul style="list-style-type: none"> ● causes and effects of conflicts, locally and globally 	<ul style="list-style-type: none"> ● conditions conducive to peace
Skills	Critical thinking	<ul style="list-style-type: none"> ● detecting bias and opinions ● assessing different viewpoints 	<ul style="list-style-type: none"> ● media literacy ● making informed decisions 	<ul style="list-style-type: none"> ● critically analysing information ● making ethical judgements
	Ability to argue effectively	<ul style="list-style-type: none"> ● selecting evidence ● presenting reasons 	<ul style="list-style-type: none"> ● learning to develop/change position through reasoned case 	<ul style="list-style-type: none"> ● arguing rationally from an informed position
	Ability to challenge injustice and inequalities	<ul style="list-style-type: none"> ● recognising unfairness 	<ul style="list-style-type: none"> ● challenging inequality 	<ul style="list-style-type: none"> ● selecting action against inequality
	Respect for people and things	<ul style="list-style-type: none"> ● making choices 	<ul style="list-style-type: none"> ● taking care of things 	<ul style="list-style-type: none"> ● personal lifestyle for a sustainable world
	Cooperation and conflict resolution	<ul style="list-style-type: none"> ● compromising ● accepting group decisions 	<ul style="list-style-type: none"> ● negotiation 	<ul style="list-style-type: none"> ● mediation
Values and Attitudes	Sense of identity and self-esteem	<ul style="list-style-type: none"> ● sense of importance of individual worth 	<ul style="list-style-type: none"> ● open-mindedness 	<ul style="list-style-type: none"> ● open-mindedness
	Empathy	<ul style="list-style-type: none"> ● empathy towards others locally and globally 	<ul style="list-style-type: none"> ● compassion ● sensitivity to others' needs and rights 	<ul style="list-style-type: none"> ● sense of common humanity and common needs
	Commitment to social justice and equity	<ul style="list-style-type: none"> ● interest in world events ● sense of justice 	<ul style="list-style-type: none"> ● concern for injustice ● willingness to take action against inequity 	<ul style="list-style-type: none"> ● commitment to social justice
	Value and respect for diversity	<ul style="list-style-type: none"> ● respect for difference 	<ul style="list-style-type: none"> ● respecting all viewpoints 	<ul style="list-style-type: none"> ● valuing all people as equal and different
	Commitment to sustainable development	<ul style="list-style-type: none"> ● sense of responsibility for the environment 	<ul style="list-style-type: none"> ● concern about the effects of our lifestyles on the environment 	<ul style="list-style-type: none"> ● concern about the future of the planet ● commitment to a sustainable lifestyle
	Belief that people can make a difference	<ul style="list-style-type: none"> ● belief that things can be better 	<ul style="list-style-type: none"> ● willingness to take a stand 	<ul style="list-style-type: none"> ● willingness to work towards a more equitable future

An introduction to forum theatre

Using forum theatre to look at issues helps students to become empowered. It is a practical, hands-on approach where the students can explore situations in a safe environment, where they can 'fail' and through this, they then learn how to succeed.

Teacher

Why forum theatre?

The aim of forum theatre is to change the spectator from a passive to an active participant and to encourage people to get active and engage in dialogue about issues of concern in society. It has been used in a variety of contexts to resolve conflicts, explore issues within a community, and empower people to represent themselves and seek their own solutions.

Forum theatre can help to improve listening skills, develop confidence, increase cooperation, solve problems, resolve conflict, and improve behaviour in school and at home. Forum theatre contributes to *Every Child Matters* and enables children and young people to 'make a positive contribution' and to:

- engage in decision making and support the community and environment
- engage in law abiding and positive behaviour in and out of school
- develop positive relationships and choose not to bully and discriminate
- develop self confidence and successfully deal with significant life changes and challenges.

Forum theatre is not solely for drama teachers. The technique can be adapted and used for any subject including Citizenship, English, Geography, PSHE, RE and cross-curricular work, as well as with youth, faith or community organisations. Forum theatre can be incorporated into one or more sessions, although this booklet provides plans for a total of five consecutive sessions.

What is forum theatre?

Forum theatre is a form of **Theatre of the Oppressed**, a vast international movement, founded and developed by Augusto Boal, a Brazilian teacher, theatre practitioner, writer and director. In the 1960s, Boal began to experiment with new forms of theatre to try and break down the barriers between actors and the audience. Boal's teachings caused controversy and he was seen as a threat at a time when Brazil was undergoing political unrest and military rule from 1964-1985.

‘Theatre of the Oppressed is about ... questioning rather than giving answers, analysing rather than accepting...’

Augusto Boal, Games for Actors and Non-actors

During this time, thousands of Brazilians were deported, imprisoned or tortured, including Boal, and hundreds were murdered. From exile in Argentina, Boal published his first book in 1973, *Theatre of the Oppressed*. He later fled to Europe and, based in Paris, taught his revolutionary approach to theatre and created centres of the Theatre of the Oppressed. He returned to Brazil in the late 1980s and continues to teach, promote and develop the Theatre of the Oppressed.



Both photos on right: Students use forum theatre
Brockhill Park Performing Arts College

How does forum theatre work?

In forum theatre, because members of the audience are transformed into active participants, it is vital to help them shed inhibitions by means of warm-up games and exercises. It is also important to create a safe space and build confidence by establishing ground rules. The role of the teacher is also crucial. This is explored further in the 'step-by-step guide to forum theatre' and examples of games are included in the 'session plans' on pages 10-15.

Forum theatre begins with the enactment of a scene in which a protagonist tries unsuccessfully to overcome a problem or resolve a contentious issue. The problem is the symptom of an oppression and generally involves visible oppressors and a protagonist who is oppressed. The oppression is relevant to that particular audience, either as 'victims' or perhaps even 'perpetrators', so that they are able to offer alternative solutions.

Terminology

There is specific terminology used in forum theatre and the following are some useful definitions.

Joker The teacher or facilitator of the group who runs the session. The joker acts as an intermediary, ensures smooth running of the theatre and teaches the audience the 'rules' (see page 9 for 'tips on joking').

Protagonist The central character who is experiencing difficulties in the scene.

Spect-actor When the spectator jumps into the scenario to take part in the scene they become a spect-actor.

Kent and the Wider World



Exploring sensitive issues using forum theatre

Employing forum theatre means that the narrative is unpredictable; no scene will be the same. It creates a space for spontaneity and creativity, where everybody has the right to be heard and involved. During the course of the forum, many solutions and options may be presented.

Forum theatre is not the same as role play, where participants pretend to be someone else by stepping into their shoes. Unlike role play, participants in forum theatre actively change the course of action within certain parameters.

After one showing of the play or scene, which is known as 'the model', it is shown again. This time, the joker invites spectators to shout 'Stop' in order to pause the action and step in. The audience member who stops the scene then replaces the protagonist and plays it out in a way he or she imagines could lead to a resolution. The scene is replayed numerous times with different interventions by various spect-actors. This results in a dialogue about the problem, oppression or contentious issue and an examination of alternatives or possible solutions.

Students admit they are much more successful in their active lessons because they are exploring and experiencing things for themselves, as opposed to being told what is right and wrong. With self-confidence and self-esteem students can rule the world...

Teacher

Using forum theatre to explore global citizenship

I've learned to think from other points of view.

Student

As a tool that can help young people explore issues, resolve problems or conflicts, or address oppression, forum theatre works most effectively when the young people involved as actors and spect-actors can identify with the issues.

Some of the issues, such as those that have a political, social or personal impact, or those that deal with questions of value or belief, are likely to be sensitive or controversial. The PSHE and Citizenship curricula place an importance in teaching children and young people about sensitive and controversial issues, particularly to prepare them for the complexities of the modern world.

Global citizenship enables children and young people to develop critical thinking skills, understand the complexity of global issues, respect different viewpoints and make decisions about a wide range of issues. Using forum theatre to explore global citizenship is ideal in empowering young people to seek their own solutions, rather than have solutions imposed on them.

Case study: 'Creative Approaches to Sustainability'

This pilot programme used forum theatre as a means of exploring sustainability issues and the global dimension, and was led by Zimbabwean Theatre for Development Company, Grassroots. The initiative was developed by Norfolk County Council's Arts and Environmental Education Services and funded by the East Anglian Development Education Network.

The programme aimed to promote the transformative power of forum theatre as a participatory learning style.

'Mixing drama with real issues gives the process significance. We wanted to develop in teachers the confidence and skills to use this method, not only for issues concerning sustainability, but across the curriculum to create teacher/learner dialogues which foster participation, responsibility and which promote democratic practice.'

Forum theatre allows children to put themselves in the position of others. They consider what they would do or feel when confronted by situations. It allows children to have opinions and say what they feel, there is no right or wrong response and it allows those children who struggle with literacy to articulate their feelings.

Teacher



Young people working with Zimbabwean Theatre for Development Company, Grassroots
Intercultural Development Education & Arts Services, Newport

A step-by-step guide to forum theatre

I have improved my confidence and learned not to be shy in games.

Student

Building confidence

Many young people can be nervous about attempting drama type activities, but all young people should be encouraged to have a go at performing or offering suggestions for changing the situation. It is important to create a safe, supportive atmosphere, which encourages and motivates young people to get involved.

Ground rules

It may be useful to start by drawing up some ground rules, in collaboration with the group, which are reiterated at the beginning of each session. These could include:

- do not make fun of others
- only one person to talk at any one time
- show respect for the views of others
- challenge ideas not other people
- allow everyone to express their opinion.

Getting the group to draw up the ground rules will create ownership and the group is more likely to enforce them during the sessions.



Scene devised by students involving an argument
Kent and the Wider World

Warm-up games

The warm-up games suggested in the 'session plans' on pages 10-15 are good for building confidence of the young people as a group and enabling a creative and safe atmosphere.



Warm-up games
Kent and the Wider World

Role of the teacher, youth worker or facilitator

The teacher, youth worker or facilitator plays a key role in discussing sensitive or controversial issues. There are certain different roles that the teacher could play, for example:

- *enabling* the young people to come up with their own thoughts, ideas and solutions rather than providing them
- *challenging* certain ideas, behaviour or interventions, eg, if they are racist, homophobic, etc
- *informative*, eg, researching different aspects of an issue, providing this background information to the young people or signposting as appropriate.

More confident young people should be permitted to become spect-actors first but it is important not to let them dominate and others in the group should be encouraged to participate.

In forum theatre, there is a very specific role played by the teacher, youth worker or facilitator, the **joker**, who acts as an intermediary, ensures smooth running of the theatre and teaches the audience the 'rules'. Detailed 'tips on joking' can be found on page 9.

Space

Ideally the space used should be large enough for people to work in small groups without disturbing each other, to practise short scenarios and to perform to the rest of the group. A small hall is ideal though classrooms may be adapted if chairs and tables are moved. The focus is not on creating theatre, and so props, furniture, etc, are not required.

A step-by-step guide to forum theatre

- 1** Start with a scene or short play that the young people have devised or improvised. See page 13 for possible scenarios. It should focus on a problem or contentious issue.
- 2** Play out the scene or play in full. Discuss the situation with the group: what was happening, and what were the issues or problems being raised?
- 3** Run through the scene again. This time, the joker invites spectators to pause the action at any point by shouting 'Stop!' The audience member who stops the scene, the spect-actor, then replaces the central character or protagonist and tries to change the situation to achieve a positive conclusion.
- 4** All group members should applaud when someone volunteers to be a spect-actor, as they enter and leave the action.
- 5** All other actors in the scene should continue in their roles as before. For example, if someone is in character as a bully they cannot suddenly become a best friend.
- 6** Once the spect-actor has tried to resolve the situation, then others may stop the action and try a different strategy. The scene is replayed numerous times with different interventions by various spect-actors.
- 7** The interventions should reflect reality and be achievable. This means that no magic or super heroes are allowed, and spect-actors cannot make the protagonist invisible or fly. Nor can they change the motivation of the protagonist. For example, if s/he wants to be in the football team s/he is being excluded from, s/he cannot suddenly take up a different sport.
- 8** Finish on a positive note by running through the scene again and change the ending to a positive one. However, at the end of the session, it may not have been possible to reach a resolution. What is important is that young people recognise points of intervention in a conflict situation and learn strategies to achieve a more positive outcome, which they may employ in real life situations.

Tips on jokersing

- 1** The joker's role is to explain how forum theatre works to the group. S/he should explain that performance skills are not important but actors should speak loudly and clearly.
- 2** The joker must ensure ground rules are followed (see page 8).
- 3** The joker must ask questions and encourage spectators to discuss and explore the issues raised in the scenarios. The joker should not provide answers but enable the young people to come up with their own thoughts, ideas and solutions.
- 4** The joker must encourage everyone to get involved, gently coaxing the quieter group members and not letting the more confident ones dominate.
- 5** The joker should challenge discriminatory behaviour, such as racist or sexist comments by asking people to justify their comments, or asking the rest of the group whether they think discriminatory behaviour should be allowed.
- 6** The joker should make sure the group is supportive of each other, eg, applauding each spect-actor as they enter and leave the scenario.
- 7** The joker should facilitate discussion after each spect-actor has tried to resolve the situation. For example, what happened, what changed or did not change?
- 8** The joker should make a note of any positive strategies which helped the situation and any negative strategies that should be challenged.
- 9** To conclude the session, the joker should summarise by reiterating the intervention points when the spect-actors stepped in and the strategies devised by the people to resolve the problem.

A practical toolkit: session plans

A note about the sessions

The five session plans detailed below are designed to follow on from one another. Each should take an hour but 'Session 4' could be covered in more than one session, depending on how much research you would like young people to undertake into chosen themes. The playing out of scenes and using forum theatre techniques on these scenes is also likely to take more than one session.

Session 1

Aim To enable young people to begin thinking about issues which affect them, their community and the wider world.

Young people will be able to:

- identify direct links between their own lives and the wider world
- recognise the meaning of the term 'interdependence'
- discuss and identify personal, local and global issues, and how they may be related
- explore what it means to be a global citizen.

Activity 1 Globe (5 mins)

Ask young people to form a circle. Throw a blown-up globe around the circle and ask each person to name a country beginning with the last letter of the country named previously, beginning with Britain.

Activity 2 Globingo (15 mins)

Each person should have a pen and the Globingo worksheet (see below) and be standing up and moving around the room. Ask them to find other group members who can answer the questions on the sheet. They must find a different person for each answer. Participants should write down their name and the answer to the question. When their sheets are full, they should shout 'Globingo'!

Globingo Worksheet

Find someone who...

- 1 has travelled to another country
- 2 is wearing something made in another country
- 3 likes music from another country
- 4 can name two foreign companies based in the UK
- 5 has read about another country in the papers recently
- 6 has been to McDonalds recently
- 7 has electrical equipment made in another country
- 8 uses the Internet at home
- 9 likes food from another country
- 10 can name a sports star from another country
- 11 has a family car from another country
- 12 has eaten chocolate today.

Taken from *The Challenge of Globalisation: A handbook for teachers of 11-16 year olds.*



Children from Medway's Hundred of Hoo Secondary School take part in an activity on global citizenship
Kent and the Wider World

Activity 2 continued...

As a group discuss the activity. What are the connections we have with other parts of the world, eg, environmental, cultural, commercial, technological, etc?

Introduce the term, 'interdependence', which is about 'how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale.'

Definition of 'Interdependence' taken from *Developing the global dimension in the school curriculum*.

Activity 3 Local to global (20 mins)

Get everyone to work in small groups with three sheets of flip-chart paper and pens per group. On the first sheet of paper, ask them to write down some issues which affect the global community, eg, war, poverty, climate change, etc. On the second sheet, ask how these issues might affect the local community, eg, flooding, hose-pipe bans, migration, etc. On the third sheet, ask how they think issues might affect their own lives, eg, arguing with neighbours, bullying, having asthma, etc. Place all the sheets on the wall for everyone to see. Discuss what the main issues were for the group. Which issues may have been missed out?

Activity 4 'What is a global citizen?'

(20 mins) Working in groups, ask everyone to read the statements from the worksheet (opposite) and discuss which they think are the most important for being a global citizen. They should then try to reach a consensus and place the statements in order of importance using a diamond formation with the most important at the top, the least important at the bottom and those of equal importance alongside each other in the middle (see diagram below).

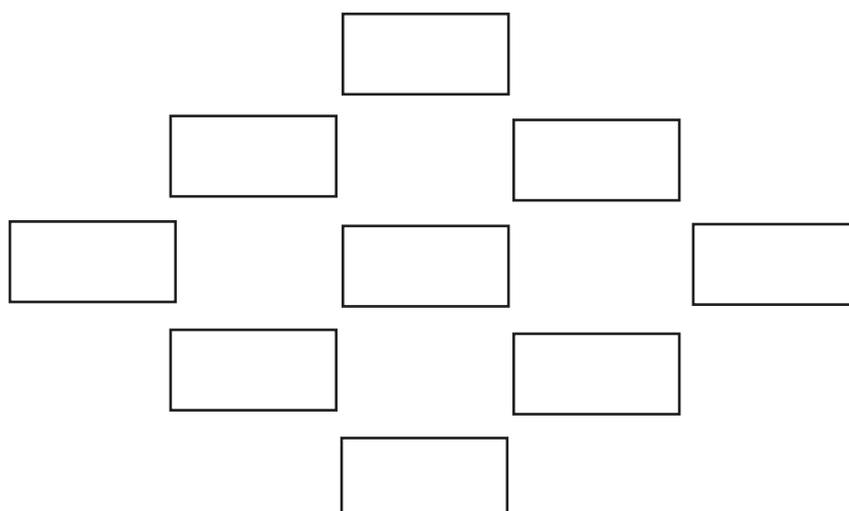
Ask the groups to feedback on the order in which they put their statements and the reasons. There are no right or wrong answers and everyone may have different outcomes but each group should be able to give reasons.

'What is a global citizen?'

Worksheet

- 1 I try to understand how other people are feeling
- 2 I am as important as everyone else
- 3 Everyone else is equal to me but different from me
- 4 I know what is fair and not fair and try to do the right thing
- 5 I look after the environment and don't waste things
- 6 I try to help others and not fight with them
- 7 I have my own ideas but can alter them if I realise they are wrong
- 8 I want to learn more about the world
- 9 I think I can change things in the world

Diamond ranking diagram



Session 2

Aim To explore feelings around conflict situations and strategies for positive resolutions.

Young people will be able to:

- identify and discuss feelings when in conflict situations
- work in a group to physically depict difficult or conflict situations
- begin to discuss ways of resolving difficult or conflict situations.

Activity 1 Red, Amber, Green (5 mins) Ask young people to move around the space and stop when you shout out 'red', slow down for 'amber' and speed up for 'green'.

Activity 2 Sculpture Park (20 mins)

Working in pairs, one person will be the 'sculptor' and the other the 'clay'. The sculptor should model the clay into a statue which represents how they felt the last time they were involved in an argument. Everyone should view each others' work and discuss what the statues might be expressing, eg, frustration, anger, unhappiness, etc.

Ask the pairs to swap over roles but this time ask the sculptor to model the clay into an opposite expression of the first statue. Once again, everyone should view statues and discuss what may have changed from the first statue to the second, eg, they made up, told someone else about the argument, etc.



Brockhill Park Performing Arts College

Students in a freeze frame image

Activity 3 Freeze frame (35 mins)

This activity acts as an introduction to the idea of forum theatre by allowing young people to begin to discuss how situations can be changed or resolved.

Working in groups, ask young people to create a freeze frame image with everyone in the group responding to a word chosen from the following list: exclusion, aggression, power, conflict, and discrimination.

The groups should view each other's freeze frame image. Ask everyone to discuss what they think is happening in each scene. Tap a few of the young people from the freeze frame on the shoulder and ask them to say how they feel in this situation. Ask for suggestions on how to change the image to a more positive one and change the image by moving the statues. Finish with a positive freeze frame image. Ask the whole group to discuss what changed and how, what did they learn from this, and is it realistic?

Session 3

Aim To introduce young people to the United Nations Convention on the Rights of the Child, and forum theatre techniques.

Young people will be able to:

- recognise their rights in relation to the United Nations Convention on the Rights of the Child
- identify particular rights in relation to chosen scenarios
- work in groups to act out specific scenarios
- experiment with forum theatre techniques
- begin to discuss ways of resolving difficult or conflict situations.

Activity 1 Colombian hypnosis

(10 mins) For this activity, everyone should work in pairs. Ask one person in each pair to hold their palm forward, fingers upright, 20-40 cm away from the face of their partner, who is then 'hypnotised' and must follow the palm wherever it goes, trying to keep their face parallel to the palm. The 'hypnotiser' can 'force' the 'hypnotised' person into all sorts of contorted positions, and swap hands, but they should keep the movements slow and steady. The partners then swap roles. A third time round, both partners can lead with their hand and follow with their face.

Taken from *Games for Actors and Non-actors*.



Colombian hypnosis game
Kent and the Wider World

Activity 2 Introduce students to the United Nations Convention on the Rights of the Child and forum theatre (50 mins)

Introduce the United Nations Convention on the Rights of the Child to the group. The Convention, adopted on 20 November 1989, lays out the fundamental human rights of children. It is the most widely ratified (given legal force) human rights agreement in history and has been ratified by 191 countries. The Convention sets out children's rights in 54 articles and two optional protocols (extra provisions). It is guided by four fundamental principles for children.

- 1 You should not suffer discrimination.
- 2 Your best interests should be at the top of the agenda when decisions affecting you are being made.
- 3 You have the right to survive and develop. This includes the right to mental and physical well-being.
- 4 You should be free to express your views and these views should be taken into account in all matters that affect you.

Working in small groups, give each group a scenario card (see opposite). Ask each group to discuss which rights relate to each scenario. Then ask them to prepare a short scene or play to act out the scenario. Ask each group to perform their scene to the rest of the group.

Explain what forum theatre is to the group and how it works (see page 9 for 'a step-by-step guide'). As the teacher or facilitator, you will be acting as the 'joker' (see page 9 for 'tips on jokers'). Ask the group to choose one of the scenes to trial using forum theatre. If there is enough time, ask the young people to forum some of the other scenes.

Scenario cards

1 Helena has been very unhappy recently. She gets bullied by members of a local gang who make racist comments. She tells the head of year, who she thinks is fair and effective and has always encouraged those with difficulties to come forward. But the trouble continues and nothing seems to happen even though the teacher promised to sort it out. (Adapted from *Making Sense of World Conflicts*, Oxfam).

2 In citizenship, the class has been talking about democracy and everyone's right to express their views and have their opinions considered. Raj thinks it would be a good idea to set up a school council so that students' ideas and views about life can be discussed. Raj talks to everyone in the class and gets their backing and then puts the idea to the teacher who supports it. The school council gets going but it turns out that members are only allowed to discuss certain things; the insignificant things. Discussing teachers or teaching is not allowed. (Adapted from *Making Sense of World Conflicts*, Oxfam)

3 Terry has cerebral palsy which means he has to use a wheelchair. When he was due to move from his local primary school to a secondary school his parents were told he had to go to a school for children with special needs, because the local school does not have wheelchair access to all floors. The school cannot afford to make expensive adaptations for one student but Terry is doing well at school and wants to continue learning with his friends. (Adapted from *Talking rights: taking responsibility. Activities for secondary English and citizenship*, UNICEF)

Session 4

Aim To research themes relating to global citizenship and develop scenes or plays for using with forum theatre techniques.

Young people will be able to:

- research issues relating to global citizenship using various methods
- prepare a short scene or play in groups based on the issue researched for use with forum theatre techniques.

Activity 1 Mirror circle (10 mins)

Ask the group to form a circle and identify their partner as the person exactly opposite them in the circle. Half of the circle is then numbered, and the partner opposite also takes on that number.

Call out a number and that pair begin to move around the circle, mirroring each others' movements, and keeping an imaginary axis between them, so that they are always opposite each other, and equidistant from the centre. Either partner can lead or follow: this can be set, or allowed to unfold to see if any partner has a tendency towards leading or following.

Call out more numbers so gradually the circle mutates, and eventually all the pairs are carefully watching and mirroring their partner. Any kind of movement and gesture is allowed and in any direction, as long as the compass needle/axis effect is sustained between each pair. Then gradually call out each pair to reform the circle.

Taken from *Games for Actors and Non-actors*.



Lily and her sister: a short play devised by Brockhill College students

Activity 2 Creating a short scene or play to forum (this will involve time in the session as well as research outside the session and so this activity could take more than one session if there is sufficient time, otherwise allow 50 mins)

Decide how much time you want to give young people to research a particular theme and put together a forum piece. The group may want to use resources, books, newspapers or the Internet for researching themes (see page 16 for 'further reading, useful resources and websites'). Working in small groups, either give groups scenarios or ask them to devise their own after researching a particular theme. The following are some suggested scenarios for exploring global citizenship.

a. Social justice and equity: human rights/ children's rights

Ask young people to research the United Nations Convention on the Rights of the Child and the Universal Declaration of Human Rights. Ask them to create a scene where a human right is not being met.

Example: Lily is always getting wound up and into trouble by her little sister. Her father has a stressful job and, one day, when Lily and her sister are having a particularly loud argument, he hits Lily. (Taken from a short play developed by students from Brockhill Park Performing Arts College as part of the pilot project).

b. Diversity: refugees

Encourage young people to find out the facts about issues around refugees, including understanding correct terminology (eg, 'asylum seeker', 'migrant' and 'refugee'). Discuss why and how people become refugees and challenge any negative stereotyping.

Example: A young man from Angola has just joined the class. He does not speak very much English, but is brilliant at football. His team always wins when they play at lunchtime but he is never picked to play for the school team, even though he comes to every practice session.

c. Globalisation and interdependence: trade

Ask young people to look at the labels on the clothes they are wearing. Where was the clothing made? What is it made from? Where might this material come from? They should find out more about international trade and research unfair trade, labour or working practices.

Example: Keith, 13 years old, gets up very early every day to do a paper round. He carries a lot of newspapers and some weeks his load is doubled with extra supplements, which gives him backache. He often gets to school late and finds it hard to concentrate as he is so tired. At the end of the week he receives £35 for ten hours' work. He needs the money to help at home while his father is looking for work.

d. Sustainable development: environment

Ask young people to research issues around global warming and how environmental changes may be affecting their local community, eg, hosepipe bans and water shortages. Ask them to find solutions that they are able to put into practice to play a part in reducing environmental damage, eg, putting a water saving device in the cistern of the toilet.

Example: There is a nuclear power plant not far from Lee's home. The government has asked the company that manages the plant to extend land boundaries of the site to build more facilities. If plans go ahead part of a local nature reserve and local park may be bulldozed. Lee and his friends are very angry about losing the park while other residents are pleased that youths will no longer be able to hang around causing trouble. What happens when the plant managers, local residents and young people meet up during a protest against the planned changes in the park?



Acting out forum theatre piece devised by students
Kent and the Wider World

e. Peace and conflict

Ask young people to discuss different types of conflict, eg, verbal, physical, violent conflict, war, etc. Ask them to discuss conflict at different levels, ie personal, local, national and international. Ask them to research what impact conflict may have on countries or communities.

Example: Jade and her friends from school sometimes go to the local internet café after school and sit at the table by the window. One day, there are some young people from another school hanging about outside. When Jade and her friends approach, they start making loud comments about Jade and her school. They go in just before Jade and sit at the window table. Jade and her friends sit at another table but the other group continue to look over at Jade and make comments. (Adapted from *Making Sense of World Conflicts*, Oxfam)

Session 5

Aim To enable young people to perform their prepared scenes or short plays to an audience who will engage by using forum theatre techniques.

Young people will be able to:

- act out situations which end at a point of crisis
- discuss and increase knowledge of global citizenship themes
- interact by stepping into the scene as a spect-actor to seek positive interventions to change the situation
- identify points for intervention in difficult situations
- identify a number of strategies for reaching a positive resolution.

Activity 1 Using forum theatre with scenes

Ask each group to act out their scenes or short plays and then ask the whole group to vote for which they would like to forum. Spend the hour focusing on this one scene. If you want to forum all the pieces, allow two or three sessions. Do not rush and make sure a few suggested solutions are achieved for each forum piece. (See page 9 for 'a step-by-step guide to forum theatre' and 'tips on joking').

Taking it further: the whole school approach

Global citizenship is relevant to all areas of the curriculum, all abilities and all ages, and ideally, should be incorporated across the whole school. Oxfam's *Education for Global Citizenship* suggests that a Global Citizenship Audit is a good, practical starting point, to highlight where the school is already supporting global citizenship through its ethos, curriculum, teaching and learning policies, and to identify where there is potential to do more. Oxfam provides a ready-made audit which is available from its website (see below).

Ideas for using forum theatre to explore global citizenship across the whole school

- Demonstrate use of forum theatre on a global citizenship theme at a school assembly.
- Organise a global citizenship evening and invite parents or the local community to experience forum theatre.
- Young people may wish to set up their own forum theatre group in an after-school club.

Further reading, useful resources and websites

Forum theatre and theatre-in-education

Theatre of the Oppressed (2000) Augusto Boal, Pluto

Games for Actors and Non-actors (2004) Augusto Boal, Routledge

Rehearsing our roles: drama in citizenship education. A teacher's resource (2002) Tide~DEC (Teachers in development education), www.tidec.org

Cardboard Citizens, a homeless people's theatre company, offers training with Augusto Boal, www.cardboardcitizens.org.uk

Small World Theatre, a theatre company based in Wales, uses Theatre of the Oppressed methodologies, www.smallworld.org.uk

International Theatre of the Oppressed Organisation, www.theatreoftheoppressed.org

Creative Approaches to Sustainability, case study featured on page 7, www.artsustains.norfolk.gov.uk

Global citizenship

Cool Planet, Oxfam's website for teachers contains lesson plans, activities, online resources, catalogue and other useful information, www.oxfam.org.uk/coolplanet

Education for Global Citizenship: A Guide for Schools (2006) Oxfam

Global Citizenship: The handbook for primary teaching (2002) Mary Young with Eilish Commins, Oxfam

The Challenge of Globalisation: A handbook for teachers of 11-16 year olds (2005) Oxfam

Developing the global dimension in the school curriculum (2005) Department for Education and Skills

Global dimension, an essential web-based tool for teachers, www.globaldimension.org.uk

Le@rn zone, on Christian Aid's website includes a comprehensive 'schools' section with practical classroom materials, www.christianaid.org.uk/learn

LaSER, a consortium of London and Southeast England Regions, works with teachers and educators to bring the global dimension into the classroom, www.local4global.org.uk

Development Education Association, a national network of organisations that are committed to development education, www.dea.org.uk

Get Global! A skills-based approach to active global citizenship (2003) Actionaid, can be downloaded free of charge from www.oxfam.org.uk/coolplanet/teachers/getglobal

Global Eye website, an on-line resource based on Global Eye, the magazine for schools about global development issues, www.globaleye.org.uk

WEDG (World Education Development Group), based in Canterbury, offers similar services in East Kent to those provided by Kent and the Wider World, www.wedg.org.uk

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Brockhill Park Performing Arts College, project partner

Brockhill Park Performing Arts College is a specialist arts college for young people aged 11-18. It has the Artsmark Gold, Sportsmark and Investors in People awards. The school has its own farm, which is used for vocational courses, to enrich the curriculum and as a focus for the college and its community links. The arts are fundamental to the college's teaching and learning ethos, and it tries to give the students every opportunity to find out what they are good at, whether it be within the arts or not. The college's drama students have been fortunate enough to be invited to perform at the Brighton Arts Festival, the Trinity Arts Centre in Tunbridge Wells and the Gulbenkian Theatre in Canterbury.

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Thirty Three and a Third, project partner

Thirty Three and a Third is a theatre company that develops and uses forum theatre with schools, youth and community groups. This project was developed and delivered in partnership with Ade Powell of Thirty Three and a Third. Kent and the Wider World would like to thank Ade, a qualified teacher who has worked extensively in the theatre and development education sectors.

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From **spectators** to **spect-actors**: using forum theatre to explore global citizenship

A resource booklet for teachers, youth workers and facilitators

This resource introduces teachers, youth workers and others to the concepts of global citizenship and forum theatre. It includes step-by-step session plans with information on getting started, warm-up games, exercises and activities.

The booklet is suitable for youth workers and teachers at Key Stages 2-4 in Citizenship, Drama, English, Geography, PSHE, RE and cross-curricular work as well as development education and theatre-in-education practitioners.

Forum theatre as a participatory form of theatre is a powerful tool to explore global citizenship. This resource booklet is based on a project piloted by Kent and the Wider World.

Kent and the Wider World

Kent and the Wider World, a Commonwork project, aims to raise awareness of global issues and the links between people in Kent and Medway, and the wider world, and to enable people to take action for a world that is more socially just and environmentally sustainable.

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